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ABSTRACT

This project developed a conceptually structured program, emphasizing the interdependence relationship that exists within urban centers and between urban centers of Canada and the world, as a curriculum proposal intended to focus student attention on man's behavior in the increasingly multi-dimensional social system in which he lives. Utilizing developed criteria for the selection of concepts and recognizing the skill requirements for concept teaching, six units were developed, forming a conceptual hierarchy: Concepts of 1) Nuclear Groups, 2) Neighborhood Community, 3) Urban Community, 4) Regional, 5) National, and 6) International Interdependence. Units are intended for ages nine through twelve, are to be taught sequentially, and require 2-3 weeks per unit. Objectives from the cognitive and affective domain, along with intellectual and social skills, are considered in structuring the instrumental content, placing greater emphasis on teaching for cognitive outcomes. Intended learning outcomes are not stated in behavioral terms. Suggested instrumental content, activities, and materials are described in the appendix. "A Conceptual Framework for the Social Studies in Wisconsin Schools," Madison, Wisconsin, December, 1964, provided the team with ideas that helped develop the basic concept of interdependence. Rriated documents are ED 055 011-020. (JMB)

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INTERDEPENDENCE IN AN URBAN SETTING

JUNE 1971

Western Curriculum Project on Canada Studies

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INTERDEPENDENCE IN AN URBAN SETTING

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typing manuscripts of the proposal; and particularly to St. Michael's staff, whose understanding and cooperation allowed team members to concentrate on the development of the project.

CHAPTER I

INTRODUCTION

A. Statement of the Problem Selected

The intent of this curriculum proposal is to help the student focus his attention on man's behavior in an increasingly multi-dimensional social system in which he lives. The ever increasing trend toward urbanization necessitates an understanding of the nature and function of urban centers and the acceptance of the values inherent in urban living. This trend has pulled people off farms and small towns and dumped them into urban centers with little or no preparation or orientation for urban living.

The promise of opportunity that the city offers is often not fulfilled for many rural migrants and urban dwellers who lack the skills and value orientations to cope with the multiplicity of urban centers. They have left the security and conformity of a relatively uncomplicated social system for one in which the individual finds himself in a series of segmented human relationships, divided allegiances, and new role responsibility. Too many men are rooted in rural traditions, searching for security and conformity, causing a conflict in values, immobilizing some, confusing others and frustrating the remainder.

We anticipate that this curriculum proposal, which stresses the interdependent relationship that existsin urban centers and between urban centers of Canada and the world, will introduce the student to the nature of cities and provide him with a frame of reference for thinking about and understanding urbanism. We feel that the idea of interdependence is a crucial one in explaining man's behavior in cities because a society can only exist if its people are interdependently related.

B. Grade Level of Project

This curriculum proposal is intended for students or children between the ages of nine and twelve. It is our intention to make the units flexible so that a teacher can use the material to its best advantage in any particular situation and therefore we do not state in what specific grade it is to be taught. We do stress, however, that the units should be taught sequentially.

C. Length of Teaching Time

The units of work will be designed so that they can be incorporated into presently taught social studies programs. A period of two to three weeks per unit will be used during the pilot phase of this project in order to facilitate program evaluation and revision. Conceivably, a unit of work could last longer or shorter, depending on the resourcefulness and interest of both students and their teacher.

CHAPTER II

RATIONALE

The increasing rate of urbanization in Canada[1] on the whole can be viewed as beneficial but it has caused some personal and social disorganization. The rural migrants come to the city with little or no preparation or orientation for urban living. A promise of opportunity in the city is often not fulfilled for migrants who lack skills and value orientations to cope with the multiplicity of urbanism. Since the city is a constantly changing social system, all residents of a city can be considered migrants. Even if we were to disregard the effects of rural depopulation, the city and the rural area affect each other in a number of ways. Urbanism reaches out to affect the lives of our non-urban minority. The city is a representative way of life that extends beyond city borders, through improved methods of communication and transportation, blurring rural urban distinctions.

The fundamental reason for the existence of cities has always been to provide the means for an easy interchange of goods, services and ideas. To do this efficiently, a high degree of specialization is required. Specialization causes the city to become characterized by differentiation, by secondary rather than primary contacts, by class structure, by diverse occupations, by a cosmopolitan citizenry, and by a high population density. Interpersonal relationships are characterized

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[1] Economic Council of Canada, Fourth Annual Review: The Canadian Economy from the 1960's to the 1970's. Queen's Printer, Ottawa, 1967, p. 223.
It is projected that by 1980, eight out of ten citizens will become urban residents, and six out of ten people will be concentrated in twenty-nine metropolitan areas and large cities of 100,000 or more. It has also been projected that the rate of urbanization in Canada during the 1970's will be the highest among major industrial countries of the world with the highest proportionate increase in urban population in the four western provinces.

by bureaucratization which is the antithesis of life in the tradition-bound rural community.

In order for individuals to function effectively and maintain social competence in the city, they will have to acquire special skills and knowledge to negotiate the maze of bureaucratic arrangements. A comprehensive and humanistic approach to the control of the urban environment is needed to develop a sense of community. The values we hold must change or we will live in constant conflict with our environment. Man can no longer continue to exalt technology over man's need for social institutions. The city is a crucial area in which contemporary man must control for his own benefit and improvement.

From the beginning of life, the human being seeks to belong, be accepted and made a member of the community. The urban community is a way of life, not merely houses, stores and streets. Its people enjoy feelings of security, pride, self-respect and hope. It has many different interests: spiritual, cultural, political, business, industrial, educational and social. It may have a number of problems, but the good community is correcting these through redevelopment, conservation, industrial expansion, raising standards of living, and ever-widening ideals of what might be. It takes the wants and aspirations of its people, and writes them in terms of action.

In order to build a community of this kind, people must be eager and willing to work cooperatively toward solving common problems. Educational programs must be re-orientated in order to develop the idea and values of community living so that the public will be induced to inform themselves and participate more actively in community affairs. Many people fail to participate in urban affairs simply becuase they do not understand the problem of a city and, therefore, do not conceive themselves as having roles in community decisions and processes.

An illiterate and disinterested citizenry is the community's greatest enemy. A new concept of citizenship other than voting, political participation, paying taxes and obeying laws has to be developed. Citizenship has to be expressed in and through the activities and relationships of individuals who daily advance or defeat the aims of community living. Democracy should be considered an aspiration toward a way of living to benefit all citizens. The difficult task is to make aspirations operational.

A new level of responsibility is needed. Man can no longer depend on the urban planner for applying a package of methods and programs to a passive citizenry. The current and traditional methods of planning, developing, and managing urban environments are basically economic in nature, which have many shortcomings for human development. The right decisions should reflect shared goals arising out of unique attitudes and aspirations of widely divergent groups of people, giving the human occupants a sense of identification and purpose.

The concept of interdependence is a crucial one in today's world. It is a centralizing theme because a society can only exist if its people are interdependently related. To accomplish anything worthwhile, people must work together. It is in the mingling with others of his kind that he can leave the anonymity of the city and become a person intimately associated with his neighbors. The values that come only with the intimacy of working together and the sense of interdependence may offset the many disruptive forces of urbanization. If we promote the ideals of community living, then perhaps the prospect of a totally urbanized society in Canada need not be looked at with apprehension, but rather with the hope that we might be able to avoid some of the pitfalls of urbanization confronting larger urban communities today.

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CHAPTER III

RESEARCH: SOCIAL SCIENCE DISCIPLINES AND THE CITY

A. Introduction

The city is multi-functional in nature and therefore cannot be properly studied without looking at concepts from all the social science disciplines. Society's norms and values, social institutions, political decisions, geographic and economic considerations, and historical facts have a great influence in shaping man's activity.

The idea of interdependence shows how man's roles and activities are related to and shaped by outside forces. Man's main activity is economic in nature but economics alone do not adequately explain the city, just as political science, geography, or sociology alone is unable to explain the nature of urban living. The study of man's behavior in the city must be interdisciplinary with each social science making a significant contribution.

The social sciences consist of investigations of man and his relationships to his physical and cultural environment. They seek orderly explanations of human behavior which provide learning experiences which are directed toward helping the student find the answers to the following questions:[1]

1. Where do I fit into my world? i.e. What is my relationship with my family? Community? Country? To the human community?

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[1] Soveran, M. "A New Look at Elementary Social Studies." Indian and Northern Curriculum Resource Center. University of Saskatchewan, Saskatoon, 1968.

2. How do others fit into my world? What are the relationships between us? i.e. others in my family? my community? country? world?

3. What relationship is there between my community and communities?

4. What are the different ways of studying a community?

5. Why is our way of life the way it is?

   a. In relation to our physical environment?
   b. In relation to our history?
   c. In relation to our cultural traditions?

6. Why are others the way they are?

   a. In relation to their physical and human environment?
   b. In relation to their unique culture?
   c. In relation to their historical background?

7. How do cultures share with each other?

   a. What do we have or receive from others?
   b. What have we contributed to other groups?
   c. What might be our future contribution?

The fundamental ideas from anthropology, economics, political science, sociology, geography, and history provide us with the answers to these questions when they are used within the context of interdependent relationships of man.

Anthropology is concerned with the family, ethnic groups, and cultures, while economics reveals that the individual is faced with unlimited wants and limited resources. Economics is also concerned with the concepts of specialization, division of labor, market systems and the allocation of resources. Related to this is the discipline of geography which explores the natural environment and how man uses his environment to satisfy his unlimited wants. The development of urban communities, geographical regions, nations and the community of nations, as well as the inevitability of change, the

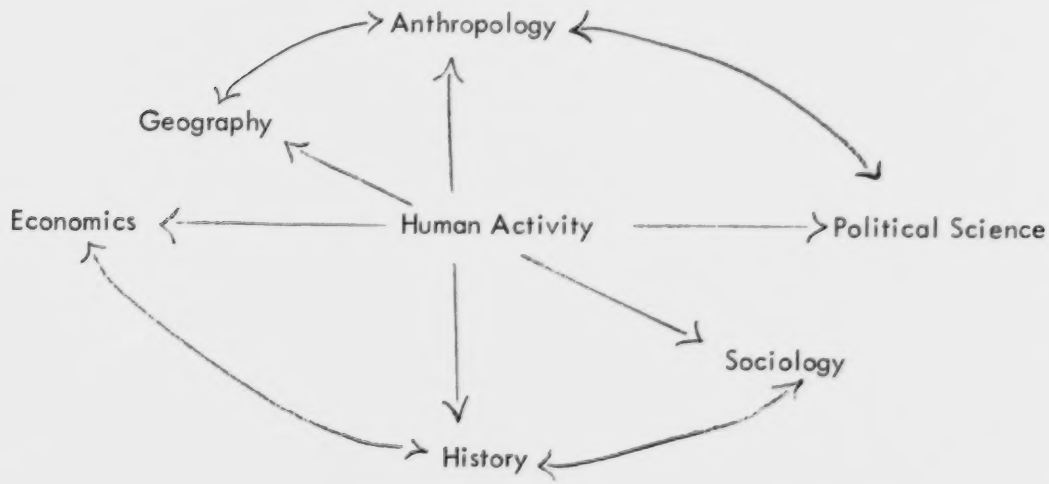
continuity of human experience and cause and effect relationships, is the primary concern of history. Political Science deals with laws, processes, and the structure and function of governments, while sociology studies human societies, social institutions, and the cause and effect of cultural change.

By studying human behavior from the different disciplinary viewpoints, the student discovers that few things in the world about people and their communities are simple. Just as the student finds that many economic problems are political problems and vice versa, he learns about the complex interdependent nature of life that exists in families, cities, provinces, and countries.

Interdependence In An Urban Setting is a conceptually structured program, organized around the key concepts and generalizations drawn from anthropology, economics, geography, history, political science and sociology.

CHART I

Social Science Disciplines related to man's activity



B. Social Sciences and the City

1. Anthropology

Anthropology is a comparative study of man and his activities. It shows how cultural aspects adapt to man's needs and how man adapts to existing cultural conditions. The whole range of human variation, both physical and cultural, including changes in social groupings, in value systems, in technology, in political leadership, in language and personality structure as it adapts to cultural change, is a concern of the anthropologist.

Anthropology shows how traditions are established, how tradition hinders the acceptance of new ideas, and how science and technology challenge the traditional way of life in cities and countryside. Its purpose is to understand the causes of these phenomena, their interrelationships, and their effects on both man and society.

Dr. Paul Meadows points out that there are about 257 different definitions of the word culture, each placing emphasis in a different direction. We shall use the following definition: "Culture is the way of living which any society develops to meet its fundamental needs for survival, perpetuation of the species, and the ordering of social organizations, learned modes of behavior, knowledge, beliefs, and all other activities which are developed in human association. Culture, then, is man's contribution to his environment."[1]

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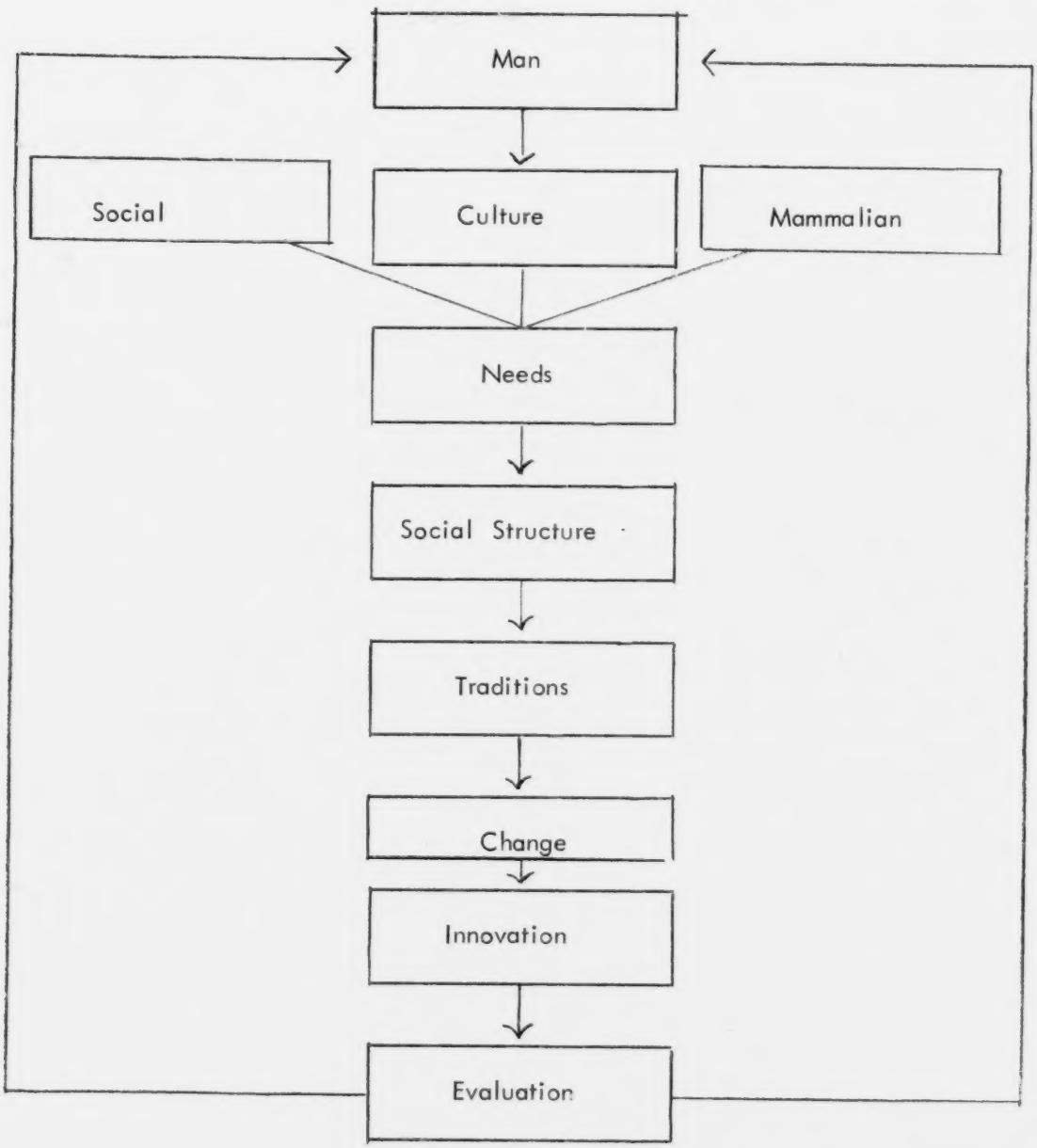
[1] Syracuse University Social Studies Curriculum Center, "Major Concepts for Social Studies" in Concepts in the Social Sciences. Bulletin No. 45 National Council for the Social Studies - Washington D.C., 1970, p. 19

CHART II

Fundamental Ideas of Anthropology



The fundamental ideas of anthropology come from Paul Bohannan of Northwestern University.[1] He states that man can be looked upon as a mammalian, social and cultural animal who has needs in all three capacities. These needs are satisfied within a social structure which has needs of its own which must be satisfied by a particular set of patterned behavior called traditions. Traditions leave some wants unsatisfied which leads to change in the form of invention and borrowing called innovation. Innovation leads to complication or simplification. Social dislocations as a result of complication are resolved through further innovations. If the simplification is of such magnitude that it forms an irreversible base for man's behavior it leads to the evolution of culture.

2. Economics

Economics is basically the study of how limited resources may be best used to satisfy the unlimited wants of human beings. It describes how we produce and distribute the goods and services we want. It examines the activities of people who produce, spend, save, pay taxes, and perform personal services for the purpose of satisfying their wants for food, shelter, new conveniences and comforts, as well as the collective wants of society for such things as education, welfare programs, etc.

The central problem is between unlimited wants and limited resources of every economy. Man constantly tries to narrow the gap, through improved technology and specialization to increase productive efficiency. Specialization leads to interdependent relations. Individuals, industries, and nations cannot stand alone, isolated, and self-sufficient. If they are to prosper, they must trade. In the modern economic world, particularly in

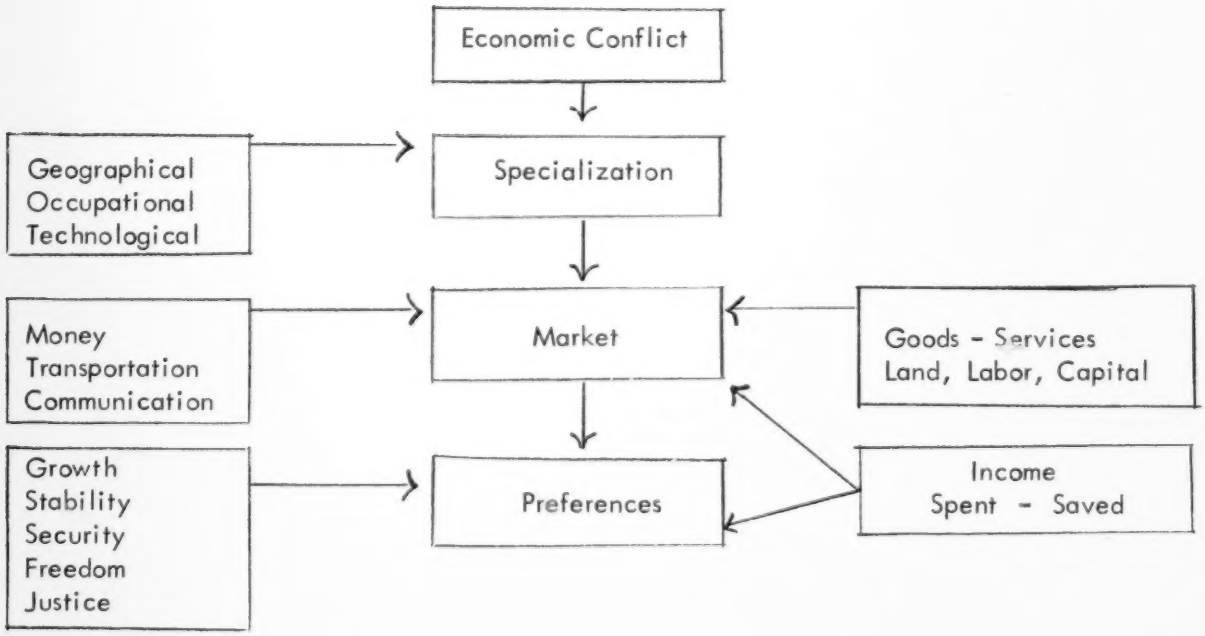
[1] Bohannan, Paul in Lawrence Senesh's Our Working World: Cities at Work. Scientific Research Associates. Chicago, Illinois, 1970. p. 5 and 7.

highly industrialized countries, no man, family, industry, community or nation is economically independent.

Economics also explains why cities are located where they are, how people earn their livelihood in cities, and why some cities grow and others decline. It can be used to show how man copes with scarcity, how labor is divided between city and countryside, the nature of trade, the mobility of goods, services and people from city to city and how the markets regulate the pattern of production and consumption.

CHART III

Fundamental Ideas of Economics



The fundamental ideas of economics were developed by Lawrence Senesh of Syracuse University.[1] The central concept of his model is scarcity. Man attempts to produce more in less time and with less material. To do this, specialization is introduced geographically, occupationally and technologically. The outcomes of specialization come together in the market place which is facilitated by a money, transportation and communication system. The market is an allocating mechanism where, through the interactions of buyer and seller, price changes occur. Prices determine the pattern of production, income distribution, and the level of spending and saving. This, in turn, determines the level of economic activity. The market decision is not free to operate uncontrolled. It is modified by the political community to assure welfare objectives such as growth, stability, security, freedom and justice.

3. Geography

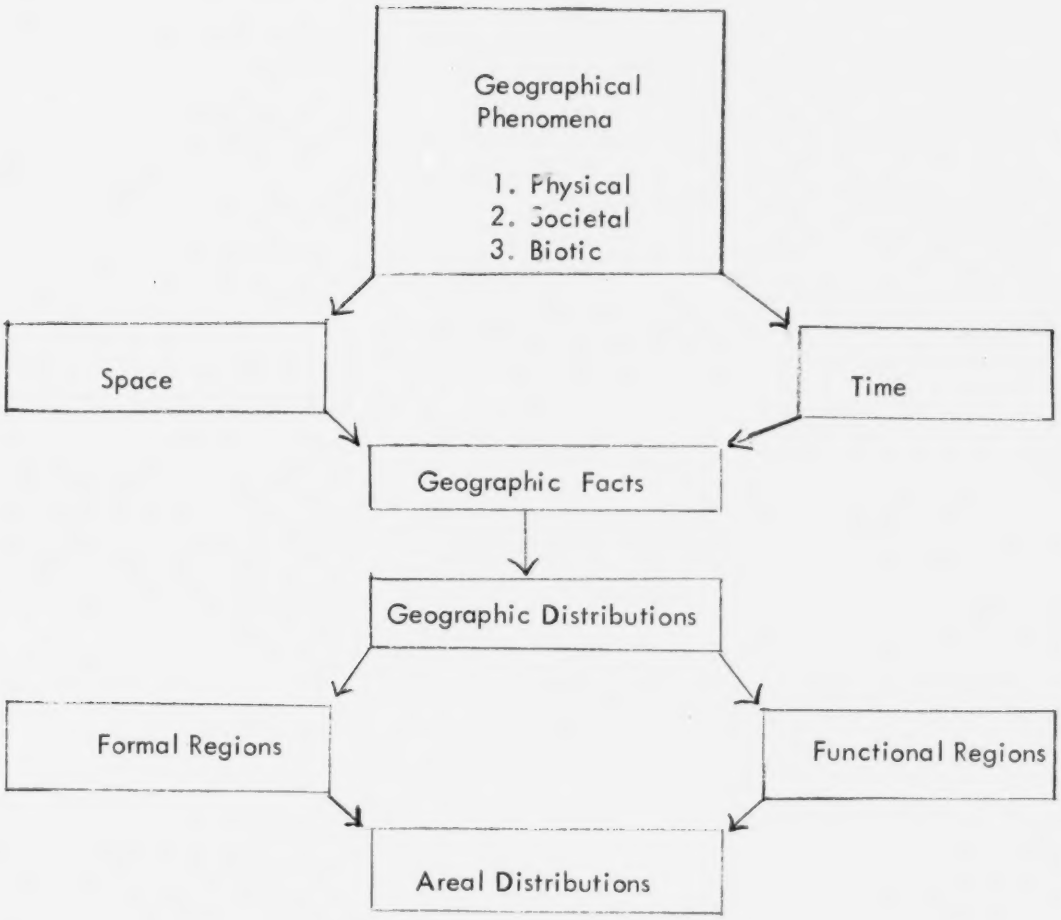
Geography is the study of the interrelationships of man and the land. It is concerned with the spatial relationships of the earth's physical and cultural features, and with the people who live in these places. It studies how a particular geographic location is endowed by nature, how it is appraised, used, modified or rearranged by the people, and how this changes the people and their culture.

Geography helps us understand how geographical forces affect the location of cities. It also shows us that the distribution of natural resources causes cities to become specialized and how this leads to trading among cities. In the process of studying the geographic forces affecting the location and trading among cities, the student will discover the differences and similarities between the nature and character of cities.

[1] Senesh, Lawrence. Our Working World. Cities at Work. Scientific Research Associates, Chicago, Illinois, 1970 p. 3 and 6

CHART IV

Fundamental Ideas of Geography



The fundamental ideas of geography come from Peter Greco of Syracuse University.[1] He states that every geographic area is affected by physical, biotic and societal forces. The impact of these forces on a geogrcphic area creates similarities and differences between areas which are uniform and static in nature. An area may be

[1] Greco, Peter, in Lawrence Senesh's Our Working World: Cities at Work. Scientific Research Associates, Chicago, Illinois, 1970, p. 5 and 7.

kept together through these geographical forces to form a formal region or they may be held together by a pattern of circulation binding the area to a central place.

Geography is one of the basic social sciences which contributes essential ideas to the social studies and it helps organize this knowledge into orderly patterns of information about the urban community, nation, and world.

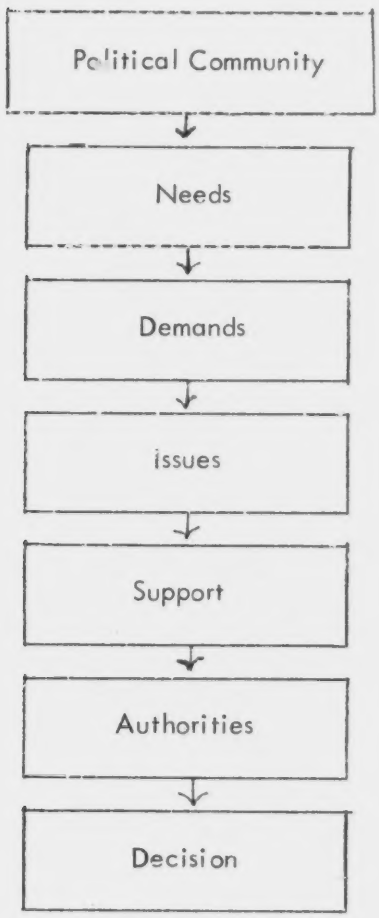
4. Political Science

Political Science studies man's political behavior and institutions. Its main emphasis is the theory and practice of organizing and controlling power to formulate public policy and administer public services. It is divided into political theory, public law, politics, public administration, federal, provincial and municipal governments, comparative government and international relations. It questions such topics as the origin of the state, nature of law, the decision-making process, justice, liberty, authority and the extension of authority in the private sector.

Political Science shows how cities are governed. It deals with land use in its cities and urban problems such as poverty, education, environmental conditions, etc. Political Science also explains how people's desires are translated into rules and laws to promote peace, order, and the general welfare of the city.

CHART V

The Fundamental Ideas of Political Science



The fundamental ideas of Political Science come from David Easton of the University of Chicago.[1] He states that members of society have needs that they hope to satisfy through the economic, family, educational or religious system. Needs that cannot be satisfied by any of these systems are channelled into the political community.

[1] Easton. David in Lawrence Senesh's Our Working World: Cities at Work. Scientific Research Associates, Chicago, Illinois, 1970. p. 4 and 6.

As people's wants or needs enter the political system for satisfaction, they become demands. The demands are screened by formal and informal organizations, and those demands which do not vanish become political issues, debated in the community. Issues are translated into binding decisions by the authorities and either generate positive or negative support. These binding decisions generate new wants which need to be satisfied.

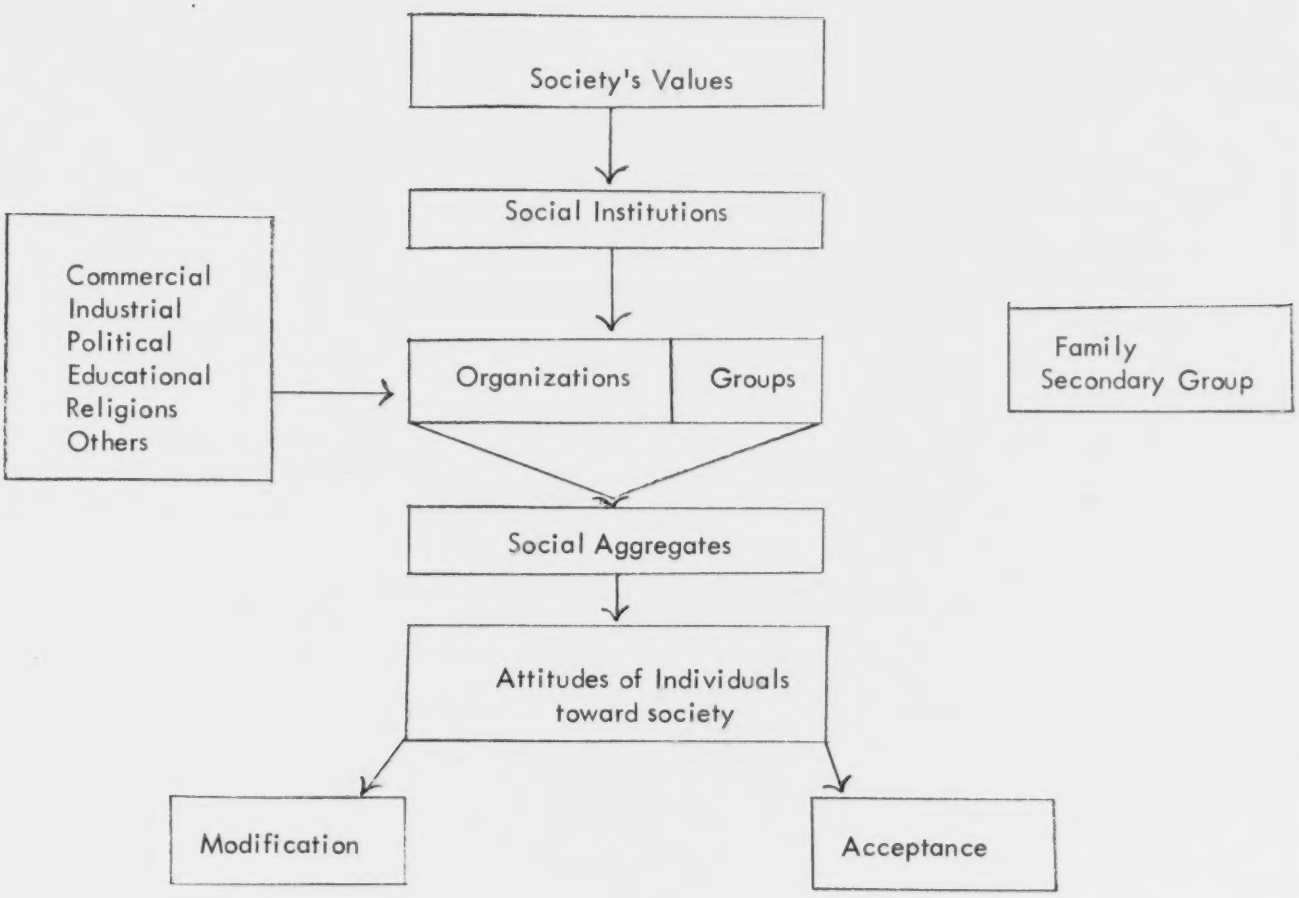
5. Sociology

Sociology is the study of man in groups. It encompasses the whole range of man's activities as a social being. It studies human behavior in groups, the way groups are organized, how they function and change, and how human behavior is affected by the interaction with other human beings in group living. Sociology helps to explain what keeps people together and what keeps people apart in the city. From a study of man's relationships, person's roles in the community can be investigated to see how their roles affect attitudes toward society.

Certain activities are common to all societies. They seek to ensure group survival by meeting societal needs for food, clothing, shelter, reproduction, socialization for the production and distribution of goods and services, and for social control.

CHART VI

Fundamental Ideas of Sociology



The fundamental ideas of Sociology come from Robert Perucci of Purdue University.[1] He states that values and norms are the main sources of energy for individuals and society. They shape the social institutions which are embodied in organizations and groups where people occupy positions and roles. A person's position in groups and organizations affect his attitudes towards society's values, and results in either acceptance or in demands for modification.

6. History

History is the integrative social science discipline. It is a record of the past that shaped the course of human events. It gives an explanation of the present and an understanding of the forces that are shaping the future. History deals with all aspects of society, whether it be economics, transportation and communication, technological, political or other developments, to show how these forces have shaped today's world.

The student learns that history is something that has happened to him, his friends, to his local community, as well as places remote in time and place.

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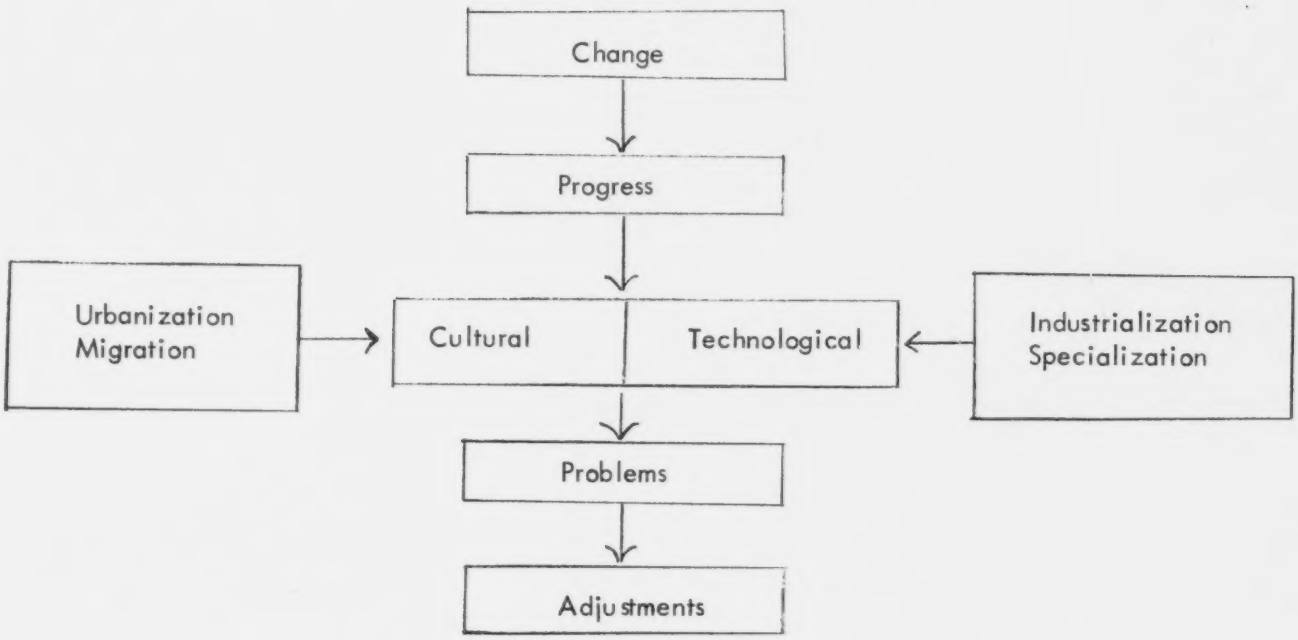
[1] Perucci, Robert, in Lawrence Senesh's Our Working World: Cities at Work. Scientific Research Associates, Chicago, Illinois, 1970 p. 4 and 7.

CHART VII

Fundamental Ideas of History



The development of social, political and economic institutions is influenced by the past. However, society is constantly changing as man's needs increase. Forces are exerted for more efficient ways of increasing productivity. Technological growth advances at a faster rate than cultural progress. The two are related but because of inherited values and traditions and the reluctance to change there is always a cultural lag. Many institutions outlive their usefulness because they are restricted by their past.

Rapid growth creates difficult community problems. New technological advancements bring about industrialization and specialization, which in turn causes the cultural changes of urbanization and migration. Associated with these cultural and

technological changes are a host of problems which a community must solve. Failure to solve these problems could lead to the disintegration of that community. Adjustments to new conditions must be rational and objective, since change can bring a community or country to a position of leadership or to a weaker position.

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CHAPTER IV

THE APPLICATION OF THE SOCIAL SCIENCE TO THE INSTRUMENTAL CONTENT

A. Introduction

The interdependence project is a conceptually structured program. However, there is a great deal of confusion among educators as to the precise definition of the term concept. One need only look to the introductions of some of the new Social Studies programs to realize how acceptable the word has become. Robert M. Gayne writes that

> "... concepts are prior to principles and in this sense are simpler than principles. To learn a principle, one must have previously learned the concept of which it is composed."[1]

Jerome S. Bruner states that, "The working definition of a concept is the network of inferences that are or may be set into play by an act of categorization."[2] He seems to define concepts as a relationship rather than an entity unto itself.

> Byron C. Massialas and Benjamin Cox state that, "... concept may legitimately refer to a logical structure which groups objects or phenomena within one class or category."[3]

Herbert Feigle clarifies the idea a bit more by explaining that, "... the social scientist, like the natural scientist, strivesto discover high level theories which help explain many facts with a few simple concepts."[4]

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1 Newton, Richard F. "Concepts, Concepts, Concepts." Concepts in the Social Studies. (ed.) Barry K. Beyer and Anthony N. Penna. Bulletin no. 43 National Council for the Social Sciences, Washington, D.C. 1971.

2 Ibid p.3

3 Ibid p.3

4 Ibid p.3

Concepts differ in size. Some cover a wide spectrum while others cover a small area. A concept becomes more complex when one realizes that a concept may be part of an even larger concept. What one has eventually is a hierarchy of concepts which may be interdependent.

The concept of interdependence provides the student with a frame of reference for thinking about and understanding urbanism. The idea of interdependence covers a wide range of knowledge from all of the social sciences. Because it encompasses too much knowledge it is not meaningful to the student. The student must possess lower order or analytical concepts which become the tools for discovering relationships.

The analytical concepts are derived from the fundamental ideas of anthropology, economics, sociology, political science, and history. (Refer to Chapter III). These concepts must be identified, described, and classified if meaningful concept teaching is to take place. The concepts are classified according to their level of sophistication and applied to a cultural content which suits the age, ability and interest of the student. An example of the hierarchy of concept development to be developed can be seen if we follow role specialization through the instrumental content of the program.

Main Concept: Interdependence
Analytical Concept: Role Specialization

Part I

Unit I: Specialized roles in nuclear groups
Unit II: Specialized roles in the neighborhood community
Unit III: Specialized roles in the urban community

Part II

Unit I: Specialized roles in a regional community
Unit II: Specialized roles in a national community
Unit III: Specialized roles in an international community.

Through this approach the idea of interdependence is discovered at a relatively uncomplicated level and continues to be developed at sequentially higher levels of sophistication.

The analytical concepts also provide for instrumental activity. To ensure that appropriate instrumental content is selected, certain criteria for the selection of concepts were used:[1]

> "1. Is the concept considered essential to an understanding of a particular discipline or field?
>
> 2. Is the concept useful in making sense out of problems that are of contemporary or future concerns?
>
> 3. Is the concept likely to help individuals make future experience, does it raise useful questions, the answers to which will help us understand experience?
>
> 4. Does the concept have meaning for the student?
>
> 5. Is the concept applicable to particular content that we feel we must use in the classroom?"

The criteria acts as a selective device of instrumental content but there are other considerations which must be taken into account as well. Concept teaching is very different from traditional classroom teaching. Concepts cannot be taught: they cannot be given by one person to another at any level higher than that of simple recognition. Teachers can expect students to have cognitive recall of concepts if they are given to students, but cannot expect students to internalize them to understand all their various interrelated facts and ratifications by simply labeling them. Concept teaching means something other than passing on information about a particular concept.

[1] Beyer, Berry K. and Penna, Anthony, N.; "Some Implications of Concept Teaching." Concepts in the Social Studies. Bulletin No. 45. National Council for the Social Studies. Washington, D.C., 1971.

Teachers must help learners develop their own mental images. It means teachers must facilitate the learner's conceptualization process. It is only in this way that a concept has meaning and useability and, therefore, becomes a part of the learner's meaning. However, this is a time consuming process and therefore the number of concepts taught in a unit of work must be limited.

Another consideration that must be given to conept-teaching is the nature of the learner. The learner develops concepts throughout his life, increasing in complexity to higher levels of abstraction as a learner gains a more mature understanding on the basis of his experience. This necessitates that concepts be structured sequentially from simple to complex abstractions and repeated from grade to grade but at sequentially more abstract levels.

Keeping in mind the requirements needed for conept-teaching and the five criteria outlined, six units of instrumental content have been developed. The units of work are ordered sequentially and incorporate concepts which the project team considers essential to an understanding of interdependence.

B. Concepts and the Instrumental Content

1. Concepts of Nuclear Group Interdependence

i People tend to seek out other people with common interest or desires and form social groups.

ii People in nuclear groups work together to bring about desired changes.

iii The division of labor and consequent specialization increases the efficiency of a group.

iv Groups establish patterns of behavior based on tradition and values. The rules are established to ensure the safety of its members and the survival of the group itself.

v People learn to get along with each other by learning the rules of cooperation, fairness and respect for others. They learn the rules as they interact with members of the groups with which they live.

vi The family is the basic social group, providing us with our basic needs and desires for food, clothing, security and affection. An individual belongs to more than one group simultaneously and each provides the individual the opportunity to learn.

vii The way people do things and the reasons why they do them depends on their backgrounds, experiences, and environments. All men have the same basic needs but satisfy them in different ways.

2. Concepts of Neighborhood Community Interdependence

i Groups of people interact with each other in a number of different ways because of the close physical proximity to each other.

ii Neighborhood communities are made up of various groups of people who have a particular function in the community and who work together to meet their basic needs.

iii Neighborhoods satisfy individual needs through a number of institutions.

iv Each home, school, business or other institution is unique, making neighborhoods different from one another in some respects.

v Neighborhoods have formal and informal forms of social control which are necessary for the survival of a neighborhood.

vi Individuals in the same neighborhood have similar cultural traits, but at the same time they have different customs, beliefs, values, and ways of doing things.

3. Concepts of Urban Community Interdependence

This unit includes concepts of urban development as well as concepts pertaining to human interrelationships within the urban community. The project feels that studying the development of cities is essential to understanding the nature of cities.

1. Development of Urban Communities

i An urban community occupies a particular place in a country which is related to all other places in Canada in terms of distance, direction, time, and size.

ii Where a community is located has a lot to do with its growth and development.

iii Groups spending too much time gathering food or producing food for survival are prevented from assigning adequate effort and resources to the production of capital goods.

iv In appraising and using the different natural elements of a city and its surrounding area, people have changed them into cultural landscapes. They have applied knowledge, tools and ways of working to the natural habitat.

v As ideas and technologies change, the function, size, and importance of cities change and give rise to problems which must be studied and solved.

vi Change does not occur at the same time or the same rate in all communities. Some communities are more receptive to change depending on the degree of social, political, and economic development.

vii Societies adjust to changing conditions.

viii Inventions and discoveries in one field usually trigger development and advances in related fields.

ix As our standard of living has risen, our needs and wants have increased, and so have our ways of satisfying them.

x A community is a product of its past and tends to be restricted by it, yet communities of today differ from communities of earlier times.

xi Every community makes certain decisions on matters of public concern that may help or harm future growth and development.

xii Rapid growth creates difficult community problems.

2. Interdependent Relationships within the Urban Community

i Cities develop at unique locations where people and institutions are concentrated in order to provide services or produce goods for themselves and for the surrounding region.

ii Cities have many institutions to meet the needs of the people: schools, churches, local government, hospitals, etc.

iii Urban living requires institutional framework for making and enforcing decisions.

iv Local municipal governments and their agencies were developed by man to promote his welfare.

v Community goods and services are produced by its government from funds paid by individuals in the form of taxes.

vi Laws are needed to protect the desires of individual or small groups from conflicting with the desires of the public. The more sophisticated the cultural development of an urban community, the greater the number and intensity of linkages and the more laws are required.

vii Urban communities are complicated mazes of internal and external links between regions of a city.

viii A city can be divided into neighborhoods, each with its own unique characteristics, which give the city certain elements or a combination of elements different from other locations.

ix Division of labor and specialization increases the productivity and efficiency of the community. There are a variety of commercial, industrial, and professional specialities which are related and form a pattern of productivity.

x Because of limited resources and man's ever increasing needs, each community tries to make the wisest choice of all its natural and human resources.

xi Man's effective use of machines has increased productivity which influences community living standards.

xii Community goods and services are produced by its government from funds paid by individuals in the form of taxes. However, every community encounters problems in providing certain public services.

xiii People of neighboring areas who have similar ways of living form a community.

4. Concepts of Regional Interdependence

i On the basis of selected elements such as landforms, population densities, products, political divisions, or drainage basins, significant single feature regions may be delimited.

ii The useability of an area is affected by its location, with respect to the earth and things on earth.

iii The distribution of natural resources, forms, and processes of the earth's surface is significant to economic, political and social development.

iv The people use the earth in different ways. People have applied knowledge, tools, and ways of working to the natural habitat.

v The present character of a region is partly devised from conditions that exist and events that occurred in times past but the geography of a region changes as its people acquire and use new ideas. As each group of settlers discovered and appraised the natural elements, they develop different ways of living and working.

vi Interregional trade provides many examples of linkage between people and nations. Urban communities are linked to resource based communities where food and raw materials are obtained. People of most communities trade with people of other places.

vii Transportation is an important component in economic interdependence. The improvement of transportation led to the extension of geographical specialization. Waterways, highways, airlines and railway transportation became focused in urban centers and are linked to agricultural,, mining, and other resource based communities and other urban communities.

viii The better developed the region, the more intense and the greater the number of the linkages. Improvements in transportation and communication have brought areas closer together, facilitating and speeding up cultural change, causing them to become more alike culturally.

ix As industrialization proceeds, the numbers and kinds of regions that may be identified tends to increase and the regions change in size.

x Governmental agencies and laws were developed to promote man's welfare. Governmental units may be considered a political region relating communities in that region to each other. As cultures become larger and more complex, larger government units are needed.

xi Communities often cooperate to meet the needs of their members but sometimes conflict arises.

5. Concepts of National Interdependence

i The province or geographical region is linked to other parts of the country in many different ways.

ii Goods and services may be received from many parts of the country and in turn the community may supply goods and services to other communities throughout the nation.

iii There are relationships between local and provincial governments as well as between provincial and federal governments as they try to meet the needs of the people. Each level of government has its own system of laws.

iv All societies attempt to establish some form of government strong enough to preserve order and insure continuity. People working in groups through various government agencies can assist all levels of government and increase efficiency of operation. Various elements in the population have organized themselves into pressure groups to influence government policies on matters of concern to them.

v Contemporary cultures use political principles and methods established by earlier cultures and modify them to fit their own needs.

vi Canada has the natural resources and technology to meet most of the needs of its people, however, abundant natural resources in itself does not guarantee a high standard of living for all because of unequal distributions.

vii The development of machines has changed Canada from an agricultural to an industrial society, with a resulting shift of people from the production of goods to the production of services.

viii Although composed of various racial and ethnic strains, the Canadian people have similar needs, values and desires. Culture has social, political and economic institutions that satisfy these needs and are a result of and are restricted by their past.

ix Change can bring a country to a position of leadership or it can bring about a weaker position. Some societies have been destroyed by bitter internal conflicts among their groups but more often such groups cooperate for the general good, being encouraged to do so by customs, laws and institutions of that society.

x To bring order, governments may find it necessary to interfere with some of the freedoms of individuals.

6. Concepts of International Interdependence

i Canada occupies a location on the earth and is related to other locations in terms of size, distance, direction and time.

ii What the people of Canada do, affects the rest of the world.

iii Earning and spending of money indirectly produces goods and services from various parts of the world for local consumption.

iv Countries tend to specialize in producing goods and services that require large quantities of their cheaper resources. Through international trade, each country has a larger market and therefore can expand production. Transportation and money systems facilitate economic interdependence.

v Modern times are characterized by a great diversity in cultural patterns, ranging from very primitive societies in isolated areas to very highly industrialized ones, such as Canada. Canada's links to foreign countries have changed in terms of nations and in terms of commodities.

vi Underdeveloped countries lack the tools of production to produce goods and services efficiently. Societies with advanced technology have a responsibility to help less developed areas achieve a greater degree of modernity and prosperity without imposing all aspects of their values on them.

vii Some changes are brought about by conflicts between contrasting cultures and others come about through cooperation and peaceful means. The rate of cultural changes varies from one country to another depending on the degree of social, political and economic development.

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CHAPTER V

INSTRUMENTAL CONTENT

A. Basic Elements of a Community

The instrumental content of the Interdependence Project is divided into two parts. The first part deals with interdependent relationships within the urban community and the second deals with the interdependent relationships of an urban community with its hinterland. Each section has three subdivisions or units of work, to develop the idea of Interdependence.

Part I

Interdependent Relationships within the Urban Community

Unit I	Nuclear Group Interdependence
Unit II	Neighborhood Community Interdependence
Unit III	Urban Community Interdependence

Part II

Interdependent Relationships of an Urban Community and its Hinterland

Unit I	Regional Community Interdependence
Unit II	National Community Interdependence
Unit III	World Community Interdependence

A list of five basic elements of a community[1] is used to examine the interdependent relationships that exist in each unit of work. The basic elements include the physical, the spatial, the human, the cultural and the social components of a community.

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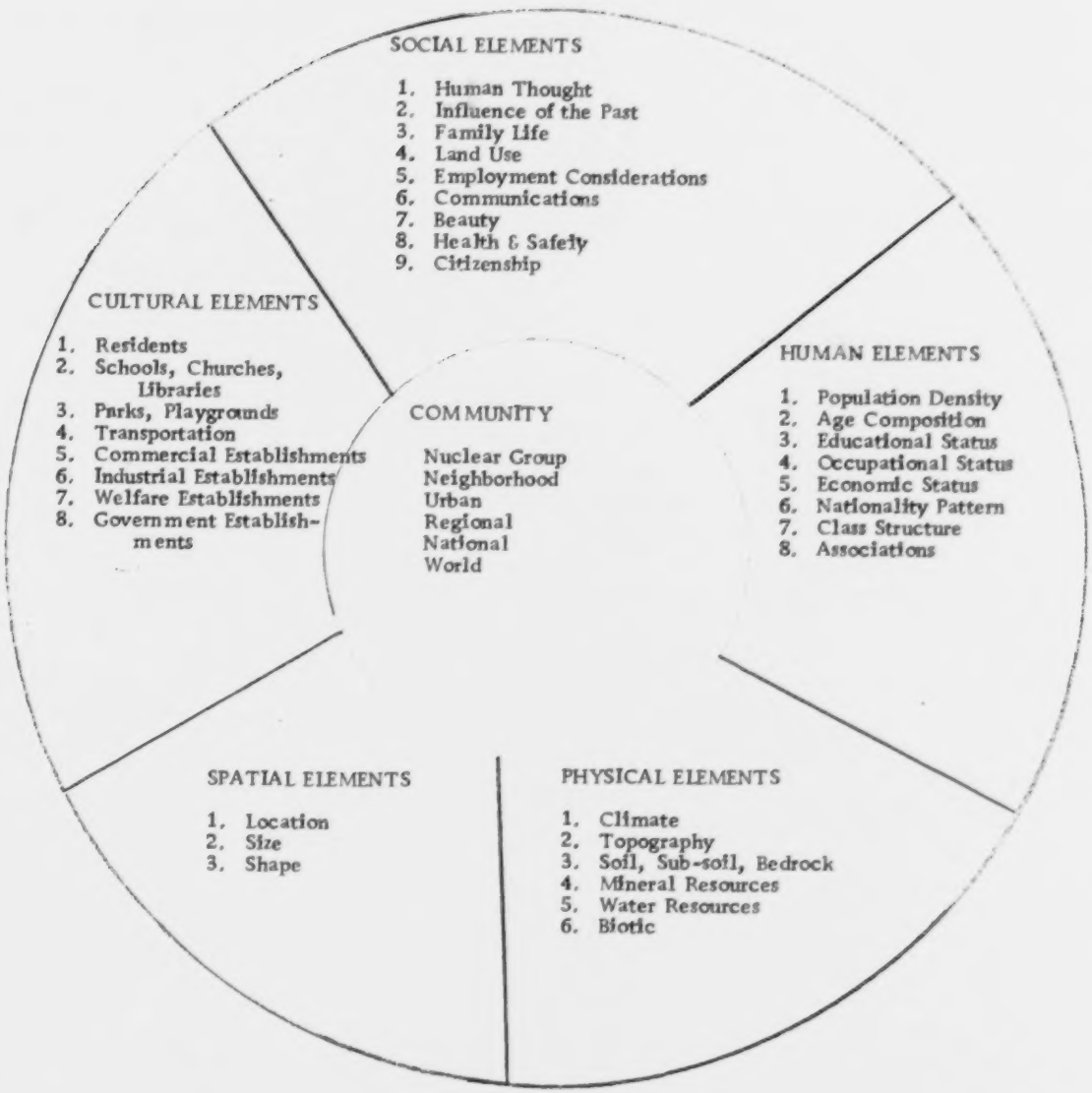
[1] Author unknown. Refer to Appendix II for complete development of each unit of study.

CHART VIII

THE FIVE BASIC ELEMENTS OF A COMMUNITY



1. Physical Elements

The physical elements are a vital factor of community analysis. It can explain many facets of man's activity, values and culture. One must look at a community's physical aspects to explain it adequately.

i Climate, the seasonal characteristic of temperature and precipitation, have an important effect on human activity. Clothing, shelter, agricultural production, transportation and recreational interest are but a few of the human activities related to climate.

ii Topography is a factor influencing man's thinking as to how a certain area or region may serve to optimum advantage. Topography may be related to the street or road pattern of a city, the kind of agricultural pursuits, accessibility of a community, drainage pattern or recreational opportunities.

iii Soil, sub-soil, and bedrock influences agricultural productivity which is closely related to the nature of the soil and sub-soil. Soil drainage is important in both rural and urban areas. The nature and depth of bedrock may affect its utilization as a mineral resource.

iv Minerals, metallic and non-metallic, are important in the construction of buildings, tools, transportation and communication devices. The mineral fuels are man's prime source of power. Minerals contribute significantly to the character of a community.

v Water, its availability and its nature, is important for domestic purposes, industrial uses, waste disposal and at times for irrigation, recreation, transportation and power production.

vi Plants and animals or biotic resources have shaped the economic and social structures of some communities. Forestry, fishing and hunting are a few of the extractive industries which may contribute to supplying distinctive community character.

2. Spatial Elements

The spatial elements pertain to size, shape and location of a community.

i Location: Where is the community? The answer to this question is of great significance. The question may be posed in a number of ways.

Where is it with respect to latitude and longitude, other communities in the province, water bodies, drainage patterns, physiographic regions, economic regions (agricultural, manufacturing, etc.), climatic regions, vegetation regions, soil regions, transportation patterns, population distribution?

ii Size is an important consideration when studying the home community. Is the community a village, a large city, a wide spread open country region? Size has a significant bearing on human associations and the kinds of services it can render.

iii The shape of a community is at times conditioned by water bodies, topography, transportation facilities or land availability. Shape often has some relationship to the efficient operation of a community.

3. Human Elements

The human elements include population density, sex composition, educational status, occupational status, economic status, nationality pattern, class structure and organizations or associations.

i Population density involves consideration of a range from small groups to great concentrations of people in large cities. Again, the density of population contributes significantly to the character of a community.

ii Age composition of old and established communities is different than new ones. Some are old age directed while others are directed towards youth.

iii Educational Status: There is a wide variation in the amount of formal schooling attained by adults from community to community. For example, a suburb where professions are strongly represented has citizens with higher academic achievements than a community in which there are predominately factory or farm laborers.

iv Occupational status of people is often related to the function of the community. A community may have one of the following as its primary concern: government, trade, commerce, mining, manufacturing, education, health or recreation. Some are almost entirely residential. Most communities have a combination of several functions. In general, occupations may be classed as belonging to the primary or extractive economic industries such as mining, hunting, fishing, and farming; to the manufacturing industry, to the distributive industries such as trade

and commerce; and to the services such as performed by teachers, lawyers, clergymen, doctors, government representatives and those rendering non-professional personal services.

v Economic status of a community is reflected in the quality of its residences, and the variation from community to community. The nature of the social organizations and the kinds of cultural and recreational facilities provided are also somewhat related to economic status.

vi Nationality pattern: People of the same nationality have similar backgrounds and similar interests and consequently tend to cluster. The nationality groups help to define the personality of a community.

vii Class structure is frequently related to the economic structure. People of like wealth, education, nationality, occupation, etc. tend to set themselves apart from each other.

viii Associations grow out of similar beliefs, occupations and interests. Kinds and numbers of associations vary significantly from community to community.

4 Cultural Elements

The cultural elements are considered to be whatever man has put into a community, such as residences, schools, churches, libraries, parks, playgrounds, streets, railroads, airports, stores, factories, welfare institutions and governmental buildings.

i Residences are usually classed as single, dual or multiple family dwellings, the quantity and quality of each having a significant bearing on the character of a community.

ii Schools, churches and libraries are the most evident educational institutions in the community. Next to the home, they are the primary conditioners of man's thinking and as such play an important role in contributing to community quality.

iii Parks and playgrounds contribute greatly to the kind of recreation in a community and as such play an important role.

iv Transportation facilities determine the part which a community can and does play in the general socio-economic structure. The degree is determined to a great extent on the amount, character, and quality of agencies serving the community which are concerned with mobility.

v Commercial establishments: What kind of stores does a community have? Are they large department stores and supermarkets, or is local shopping confined to a small general merchandise store?

vi Industrial establishments: Some communities have factories, others do not. For those that do, the kinds of factories have a pronounced effect on the structure of the community.

vii Welfare establishments such as hospitals and homes for the socially and economically handicapped are contributors to the structure of a community.

viii Governmental establishments such as town halls, post offices, city halls, fire stations and police stations are among the governmental buildings. Every community has one or more buildings housing governmental agencies.

5. Social Elements

The social elements include human activities and thought.

i Human thought initiates activity and therefore one should know what the people of the community are thinking.

ii Influence of the past: understanding of a community requires knowing about its historical foundations because city patterns, customs of the people, ways of dress and styles of architecture have been borrowed from the past.

iii Family life is the cornerstone of the social structure and the quality of it is related to the quality of the community.

iv Land use is important. Questions such as: How is the land used? Can it be put to better use for greater advantage?

v Employment considerations of a community are important. Are there opportunities for making a living? Are these opportunities primarily of a single purpose or are they diversified? Do they seem to have a future?

vi Communication via the press, television and radio is important for all communities. Are the materials they present of good quality?

vii Beauty: Parks, wide streets, painted buildings, trees, and flowers are a few of the things that contribute to the beauty of a community.

viii Health and safety: The concern of the community for the physical and mental health of its citizens must be taken into account.

ix Citizenship: Democracy requires participation of the individual in civic affairs. The community benefits to the extent that participation takes place.

CHAPTER VI

STRUCTURE OF THE INSTRUMENTAL CONTENT

A. Introduction

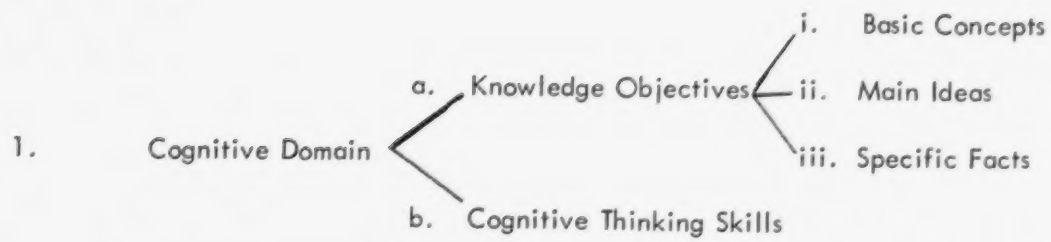
The social studies have a far greater body of knowledge to draw upon than any other elementary or high school subject field. There is no single structure to the social studies which can be considered the best. Each person or project group brings their own structure. However, because of the vast amounts of knowledge that can be considered social studies, a unifying principle which stresses the development of basic ideas and skills with less pressure for coverage is needed. The social studies must take into consideration the great knowledge explosion and the realization that not all can be covered.

The content of a social studies program should consist of basic questions, understandings, concepts, generalizations and methods of inquiry taken from the various social sciences. These should be ordered in a sequential manner to eliminate unnecessary duplication of information. The term, "spiral curriculum", which is in vogue, means reinforcing an understanding of basic concepts in a variety of contexts with an ever increasing level of sophistication. It is this type of organization that the Interdependence Project uses for the intellectual development of students.

Planning of a curriculum program in the social studies must ensure that a multiplicity of objectives are reached. Objectives from the cognitive and affective domain along with intellectual and social skills which must be planned. The cognitive domain can be subdivided into knowledge objectives and cognitive thinking skills.

CHART IX

Planning for Multiple Objectives of Instrumental Content



1. The Cognitive Domain

a. Knowledge Objectives:

There are three levels of knowledge objectives which must be planned for if basic concepts are to be achieved.

i. Basic Concept:

Interdependence is the basic concept or generalization of this project. It is the high level abstraction which encompasses large amounts of information and appears throughout all the units of work in a spiral fashion moving to succeeding levels of abstraction.

The conceptual approach is a better principle of organization because the concept supplies the criteria for selecting and deliting specific information, thus solving the problem of coverage. It also provides the focus for interpreting the selected facts.

The conceptual structure of interdependence selects the fundamental ideas from the disciplines of economics, sociology, anthropology, political science and history. Relationships of fundamental ideas from these disciplines are drawn to form the generalization or basic concept of

interdependence. Thus, the compartmentalization of knowledge is avoided and the basic concept becomes an integrative element among the social sciences.

ii. Main Ideas

The main ideas are drawn from the social sciences. These ideas are not taught as items to be committed to memory but are developed from the specific facts used in the instrumental content. The main ideas were selected from the social science disciplines if they met the following five criteria:[1]

a. Do the main ideas adequately represent ideas of the disciplines from which they are drawn?

b. Can the main ideas explain important segments of the world today?

c. Are the main ideas suited to the needs, interests and maturational level of the students?

d. Are the main ideas of lasting importance?

e. Do the main ideas permit development in both scope and depth?

The main ideas are taught at every grade level with increasing depth and complexity. The basic concept of interdependence is hierarchial and is such a vast topic that it cannot be developed fully in any one unit of work. Therefore, the main ideas drawn from the social sciences must be repeated from one unit of work to another but at higher levels of sophistication.

iii. Specific Facts

Specific facts is the third category of knowledge objectives but they are rarely important in themselves. Their chief function is to develop main ideas. Because of the great knowledge explosion and rapid change that characterizes today's society, specific facts constantly become

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[1] Taba, Hilda. Teacher's Handbook for Elementary Social Studies. Addison-Wesley Publishing Company, Inc. Don Mills, Ontario, 1967. p. 18.

CHART X

STRUCTURE OF INSTRUMENTAL CONTENT FOR INTERDEPENDENCE

INTERDEPENDENCE IN AN URBAN SETTING

BASIC CONCEPT - INTERDEPENDENCE	MAIN IDEA - SPECIALIZATION & INTERACTION OF SOCIAL CONTROL	SPECIFIC FACTS
Unit I: Nuclear Group Interdependence	Role Specialization in nuclear groups Interaction Social Control	Examine a variety of nuclear groups - family, activity club Interaction of members of a family Need for rules in group activity
Unit II: Neighborhood Community Interdependence	Specialized institutions in the neighborhood Interaction Social Control	Supermarkets, professional offices, hardwares, etc. Nuclear groups in a neighborhood - individual consumers Traffic laws, police enforcement
Unit III: Urban Community Interdependence	Specialize neighborhoods in an urban community Interaction Social Control	Residential, warehouse, business district, etc. Worker from residential area in business district Municipal government
Unit IV: Regional Community Interdependence	Specialize functions of cities in a geographical region Interaction Social Control	Trade centres, market place, transportation centre Urban residents with rural communities Provincial government
Unit V: National Community Interdependence	Specialize geographical regions in the nation Interaction Social Control	Central plains region, Atlantic, Canadian Shield Exchange of main products from each geographical region Federal government
Unit VI: International Community Interdependence	Specialize functions of countries in the world community Interaction Social Control	Food products from tropical countries Underdevelop countries of Asia International trade relations International Peace Organization - UN, NATO

REFER TO APPENDIX II FOR MORE COMPLETE DEVELOPMENT OF CONTENT STRUCTURE

obsolete. Yet the curriculum must build a more sophisticated understanding of our complex world. If specific facts are used to develop main ideas, less importance is placed on them. This approach simplifies revision because it allows for the substitution of one set of facts for another to develop the same main idea without changing the conceptual structure of the program.

The planning of the cognitive objectives using the three levels of knowledge is a sound one. It allows the instrumental content to be built around the spiral theory of learning. A learner starts with the known and moves toward the unknown. This type of curriculum structure also assures that generalizations do emerge and are applied to new information. This eases learning because it helps the learner focus his attention on specific things in his experience. The possession of a conceptual framework helps the learner organize random information so that data takes on a new meaning as they are related to each other. It also distinguishes the independent creative thinker from the person who compiles data outside a conceptual scheme. The basic concept or generalization of interdependence brings continuity and growth in understanding as the student progresses from one unit of work to the next.

b. Cognitive Thinking Skills

The second type of planning for cognitive objectives is that concerned with the power of thinking. The power of thinking consists of processes which can be learned. The various tasks of thinking and the skills necessary to perform these tasks can be classified according to:

i. Concept formation or ways in which students can interrelate and organize information to develop abstract concepts.

ii. Inductive development of generalization or the ways students interpret data and make inferences that go beyond which is given directly in the data.

iii. Application of principles or the ways students acquire and use knowledge in new situations.

Thinking is acquired through the active participation of the learner with the instrumental content and not through the passive absorption of information. A learner must be allowed to manipulate concepts before he can use them in abstract reasoning. Concrete operational thought must be mastered before symbolic thinking is possible.

Planning instruction to provide systematic thinking experiences is necessary. Unguided learning experiences may or may not result in productive models of thought. In order to plan for systematic thinking experiences a number of things should be kept in mind.

i. Each learning experience must serve a justifiable function related to one or more objectives.

ii. Learning experiences must be sequential to maintain order and continuity in learning. Since the instrumental knowledge or concepts are structured sequentially, thinking experiences must be incremental so that the learner is able to deal with the new material.

iii. The ability to think is developed with increasingly complex mental organization. A learning experience should be built on previous learning which is the basis for future performance. Each step in learning ought to demand a bit more than the preceding one to challenge students.

iv. The learning experience must provide the learner with the opportunity to organize his own conceptual system and skills for independent processing of information. The nature and the organization of learning experiences must be designed to encourage inquiry.

2. The Affective Objectives

The second group of objectives which must be planned for is that which deals with the development of values, feelings, attitudes and appreciations. The social studies program must provide for personal experiences that modify or change emotions. In handling this area of objectives, the first step is to provide identification

with individuals in the settings to be considered. In the case of the interdependence program, the student deals with nuclear groups he belongs to, as well as his own neighborhood, city and country.

3. Social and Intellectual Skills

The third set of objectives which must be planned for deals with the intellectual and social skills. Skill development must be planned for sequentially. Some skills are too complex to be used in the first unit of work, and must be developed from one unit to the next. The student must have the opportunity to work with a wide variety of materials, and use a number of different skills if he is to gain maximum benefit from the social studies program.

The differentiation of the three groups of objectives is necessary for effective planning. Each type of objectives requires a different learning-teaching strategy. The selection of content alone does not develop the techniques needed for developing concept formation, cognitive thinking skills, attitudes and values, and academic and social skills. These objectives can be reached by the way in which the learning experiences are conducted in the classroom. Programs that are fragmentary or disorganized are of little use to the student and the learning outcomes will be soon forgotten.

Refer to Appendix III and IV for a detailed list of affective, and intellectual outcomes.

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CHAPTER VII

SELECTION OF INTENDED LEARNING OUTCOMES

A. Introduction

The social studies is an ongoing sequence of learning activities and experiences taking place in a given classroom for the purpose of helping the individual define his society, in its local and regional environment, in terms that can help him understand individuals of other societies in other regions of Canada and eventually in the world. This implies a group of students who already possess ideas, beliefs, values, feelings, attitudes, skills and behavior patterns. The social outcome of the educational process is to equip the individuals with those ideas, beliefs, values, feelings, attitudes, skills, and behavior patterns that will make him a socially, economically, and emotionally competent member of his society.

The social studies provide the best opportunity to accomplish these objectives. However, this demands that the social studies reflect the physical, cultural and social environment in which people live. The social studies must be community-centered and accountable to the needs and expectations of people. If it does not have some effect on the patterns of community living, the social studies will have little relevance to the student.

This leads us to two considerations:

1. How can the social studies increase the intellectual facilities of our youth and provide them with the analytical tools necessary to understand the structure and function of the Canadian society, and

2. How can that curriculum be improved to help students recognize the problems that arise from the accelerated rate of change in an industrial society.

B. Criteria

Five criteria are used for the selection of the intended learning outcome for the Interdependence Program.

1. The program must be society-orientated. Children no longer live a sheltered life. More than ever they are exposed to the successes and failures of society. Directly or indirectly, they experience the social, political and economic problems of their world. Students have a tremendous drive to understand the ever-increasing amount of impersonal interdependent relationships that our society is built on and to fit themselves into the real world around them. Everything that is relevant to an adult's understanding of society must be made communicable and comprehensive to elementary school children.

2. The program must be problem orientated. The social studies curriculum can no longer be viewed and taught as a fixed list of facts that are passed on to each succeeding generation through a one-way-teacher-to-pupil-transmission process. There are no specific facts needed by an individual to survive in Canada. However, what he does need are skills and basic values to master life situations and to deal with problems rationally and responsibly.

   Students must first learn how to learn about human beings in a given environment and how they solve or are solving their problems in that environment. It also means learning how to learn about the environment itself in relation to man, and how men coped with their environment in the past. In short, it means that students must be taught the techniques and skills of the social sciences if they are to formulate logical and meaningful conclusions about the world they live in. If they are taught the problem solving techniques and the skills of adaptability to new situations, they will be able to find their way through the mass of events and discover the main ideas which underlie the chaos of facts. The lack of exposure to the analytical tools of the social sciences in the early years results in a sloppy way of looking on social problems in later years.

3. The program must be structure-orientated. The analytical tools of the social sciences must help us find our way through the mass of events to discover the main ideas. Minimum understanding may be adequate today but this may not be sufficient

as new horizons open up. The acquisition of the fundamental ideas underlying the social sciences should start in the elementary school grades and they should be related to the child's social reality. These students are already facing the problems of choice-making, authority and values in the social world. The ideas underlying these experiences touch the various fields of the social sciences. These experiences can be made meaningful by being related to the idea structure of knowledge. A bridge between the fundamental ideas of knowledge and the child's social experience should be built in the elementary grades to develop the child's problem solving ability.

4. The program must be interdisciplinary. The fundamental ideas of all the social science disciplines must be related to the child's reality because his environment is multi-dimensional and cannot be adequately explained or studied by one set of ideas and analytical tools alone.

5. The program must be future-orientated. Children will grow up in a world that we cannot completely envisage. Teachers have to give them knowledge and skills that can stand the test of time to enable them to adapt and cope with problems of the future society.

The success of this program can be examined in relation to how successful it was in meeting the criteria and its intended learning outcomes. Has it taught students to think critically and to search for relevant facts before coming to conclusions? Has it established those values that provide the best directives for action in a democratic society? Has it changed social behavior? Has it removed injustices and prejudices? These questions are basic for the outcomes of this program. They should provide the student with certain skills in a range of disciplines and should, by some measure, show change in the behavior of students so that they will be able to function effectively in our society.

The intended learning outcomes of this program are categorized according to the three following accepted levels of objectives.

1. The cognitive domain includes the recall of knowledge and the development of skills and abilities.

2. The affective domain stresses attitudes, values and appreciations an individual develops and internalizes.

3. The psychomotor domain is concerned with the students academic, social and manipulative skills.

This program places greater emphasis on teaching for cognitive outcomes. The project group feels that it is not desirable to teach the same values to all children since every individual's position in society is different in some respects. Value attainment does not come about by preaching to children but rather through providing them with a proper background in the social studies to give them the competency and the opportunity to practice value attainment. The student will be allowed to develop his own ideas, values and attitudes although there will be an effort directed toward the clarification of those values basic to all members of a democratic society, such as equality, freedom and cooperation.

Another argument for stressing the teaching for cognitive outcomes is that students cannot reach their maximum self-sufficiency or competency level in society unless they are given a store of knowledge and skills for problem solving. Responsible decisions require certain values and attitudes as well as a body of reliable knowledge from several social science disciplines. To interpose evidence, reason and judgement between desire and action requires the careful development of the cognitive domain.

The intended learning outcomes of this program are not stated in behaviorial terms. However, the absence of specific behaviorial terms does not negate the description of overriding more general objectives. The project team feels that the stating of intended learning outcomes in behaviorial terms is premature at this time and therefore have opted for another stage of development for the completion of this task.

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CHAPTER VIII

INSTRUCTIONAL MATERIAL

A. Material Development

Students learn in a number of different ways. This requires that a wide range of activities and instructional materials be included in the program. Materials should motivate students for further investigation as well as reinforce the intended learning outcomes being strived for.

In attempting to develop materials for instructional purposes the interest, maturation and ability levels of the students who are going to use it must be kept in mind. Since there is a wide range of levels in any one classroom, materials must be sequentially structured, from the simple to the more sophisticated, to serve the needs of all students. The material to be used will be gathered in kits which will be multi-media in nature and will contain both verbal and non-verbal material.

The types of material to be included in kits will depend chiefly on their effectiveness. The project team intends to produce as much of the material that it is able to at the lowest cost possible and still produce materials that are most effective for instruction.

The team members intend to produce media kits that are inexpensive and yet effective. It is hoped that this can be done by using as much commercially-produced materials that are available rent free, or at very low cost. The team members will be compiling a resource bibliography which will indicate where teachers may obtain various resource material.

A great deal of emphasis will be placed on student research in the first three

units of work. Since the first three units deal with the student's nuclear groups, neighborhood community, and urban community, much of the material can be obtained from community resources. The last three units of work deal with resources that are outside the student's immediate environment and, therefore, more teacher-produced and professionally-made material will be used.

Included in each kit of materials will be a teacher's handbook. The handbook will outline lesson plans, suggest instructional activities, suggest what the project team feels is the best use of materials, and provide a list of materials available that pertain to topics, as well as sources of information for both teachers and students.

Appendix II describes some of the activities and suggested materials the team wishes to incorporate into each unit of work.

B. Plans for the Development of Materials

The Interdependence Project team is fortunate in having the support of the Saskatoon Separate Board of Education for the development of this project. They have assured us that the facilities of the Audio Visual Resource Centre and the services of its director, Mr. Michael Hepp, and his staff will be available in assisting the team in the production of material for the teaching of pilot projects.

Preliminary discussions have also been held with various City Hall departments, Board of Trade, political parties and museums for their cooperation in this endeavour.

C. Teacher Use of Materials

Although there will be more precise suggestions concerning how the multimedia kits should be used in the classroom, we wish to stress that these are only

suggestions. The team feels that the classroom teacher is the best judge of the needs of the student. It is up to the teacher's professional judgement in deciding if certain material in the kit is appropriate to his particular situation. The team members realize that the material included in the kits or the teaching strategies used are not the only ones that can be used to teach particular concepts or develop particular attitudes. The one stipulation that the team members feel is important is that the program be taught sequentially as outlined in Chapter VI.

D. Transferability of the Program Material

The project's purpose is to develop a conceptual structure for studying interdependent relationships that exist in Canadian urban communities. The concept of interdependence was chosen because it has the power to organize large amounts of information concerning Canadian society. There are many facets of interdependence that have not been included, simply because the program is being designed for intermediate grade children and the subject was too vast for the team to explore with the resources available. The term "interdependence" in this program concentrates on people-to-people relations in man's economic, social, political and cultural activities.

The project members do not intend to present this proposal as something new. Much of the information used in the program is material that has been used by teachers all across Canada in one way or another. What the project members feel that they have done that is unique is to take content concerning Canadian cities and have given it a new frame of reference or conceptual structure to give new meaning to the complex topic of urbanism.

This proposed conceptual structure should have universal Canadian appeal

even though the material produced and included in the kits may not. The program's first four units of work are basically a case study of the student's own nuclear group, neighborhood, urban, and regional community. Since this program is being developed and field tested in Saskatoon on its first trial, the materials produced for the first four units will be local in nature. However, all Canadian cities have common elements which the material in the first four units of work can point out if it is used discriminately in cities in Canada other than Saskatoon. On the other hand, a teacher from from another geographical region may wish to use the material for a case study on a city located in the Central Plains. The materials for the remaining two units of work will have Universal Canadian appeal because they concern all regions of Canada and Canada's interdependent relationships with the world community.

CHAPTER IX

BUDGET

Item		Amount
1.	Teacher Release (195 days at $24.00)	$4,680.00
2.	Consultants	1,000.00
3.	Materials and Printing	1,320.00
4.	Travel	500.00
5.	Workshops and Conventions (registration fees, accommodation, meals and miscellaneous)	500.00
	Total	$8,000.00

CHAPTER X

EVALUATION OF TEAM DEVELOPMENT

A. Background

The team members assembled for the first time in January, 1970. The original members of the team included three elementary school teachers and two university instructors. Mr. R. Phaneuf, Mr. K. Rongve and Mrs. J. Olauson are staff members of St. Michael School while Mr. J. Handley and Mr. D. York are associated with the University of Saskatchewan, College of Education.

After preliminary discussions the topic of Interdependence in An Urban Setting was decided upon and the first draft of the proposal was prepared by J. Handley. Subsequent discussions were held to revise the first draft and the proposal was completed to meet the March, 1970 deadline.

The intent of the first proposal was to provide a three-week unit of work for intermediate grade school children on the topic of people-to-people relationships in the city to stress the fact that people had to participate if the urban community was to survive. The proposal intended to concentrate on the Metis population in the St. Michael School attendance area, because of the high mobility rate of these children in our school and because we felt that this group of people generally had a hard time adjusting to an urban environment.

After considerable discussion, a decision was reached to include people of all ethnic groups rather than just the Metis exclusively.

We discovered that many of the families of our school area were new to the neighborhood and the Saskatoon urban community. They included people from foreign

countries and people newly arrived from rural areas. This led us to the discussion of urbanization and how this trend affects citizens of lower socio-economic areas. In particular, we were interested in the adjustment people had to make when they moved from smaller rural areas to larger urban areas. The project members wanted to instill in the student a sense of belonging and a sense of worth by defining and clearly showing the student his unique role in society. The team members felt that we could overcome some of the apathy so common in people of urban communities. By helping the student understand the nature of community living no matter what the size of the group, be it family or nation, and to show the need for group participation and cooperation, we felt we could develop more competent citizens. The project members saw that students had to understand their world before they could participate effectively in it.

The team members then planned to develop trial units on the concept of Interdependence and to teach and test the program in the classroom during the months of January and February of 1971. However, after attending a workshop in Edmonton in June, 1970, it was clearly pointed out to us, as it was to others, that our project lacked a theoretical structure. Needless to say, the team members in attendance at the workshop were not prepared for the conceptual model and discussions presented to the workshop by Dr. Aoki.

The team adjourned for the summer months. When we did meet in the fall, we discovered that J. Handley had left for a teaching assignment in Africa and would not be available for consultation with the team. We began a revision of our proposal for an October meeting of the Board of Trustees to see if we could not fit into a better theoretical conceptual model.

A supper meeting was arranged by Dr. A. McBeath of the Saskatchewan Teachers' Federation, to inform principals of the schools involved, University personnel and school Boards of the objectives of Project Canada West as well as to give summaries of the three Saskatoon projects.

Two members of the team enrolled in a University of Saskatchewan, College of Education Graduate class, conducted by Dr. Dhand. The team received the services of three additional people from the class: Mr. A. Morgotch, and Mr. A. Enns, who were to act as research assistants, and Mr. T. Millar, who was to serve as a liaison and advisor to the project.

Mr. K. Rongve made presentations to the Saskatoon Separate Board of Education and the Saskatoon Separate School Principals' Association. He received encouragement from both groups. Some of their suggestions were incorporated into the proposal.

Much of the time from November to December, 1970, was spent researching the topic of urbanization and in particular how Interdependence enters the urban scene. We held weekly meetings to discuss a plan of attack to research the topic. It was rather a hit-and-miss affair. It took some time for A. Morgotch and A. Enns to understand what the project team intended to do since they were not in on the preliminary planning, and the team found it difficult telling them what we wanted done because of the lack of experience in curriculum planning and development. However, after a few sessions, the team decided to gather information on the city of Saskatoon to see what components of the city would have to be included in our study. The team contacted City Hall and we were able to secure information on Saskatoon's community planning scheme and a bit of the local history.

The December workshop in Edmonton was beneficial to the team. It gave us the opportunity to listen to presentations concerning the topics of communications and evaluation and also to listen to the progress of the other teams in Western Canada and how they were attacking the problem of developing a conceptual model. Dr. Aoki's class of graduate students of the University of Alberta, who evaluated the projects, shed further light on our proposal making it quite clear that we were still hazy on our planning of a conceptual model.

The period from January, 1971 to the time of writing the first draft of the project was spent almost entirely on developing a conceptual model and instrumental content. The team researched a number of curriculum reports, mainly from the United States, and developed our conceptual model. The main influences for our conceptual model were derived from Lawrence Senesh's program, "Our Working World," and Hilda Taba's project group.

The first draft was completed and passed on to various people who agreed to read it and offer suggestions for improvement. Many of the suggestions received at various meetings held to discuss the proposal made the job of revision for the final draft considerably easier.

Two new people were approached and have agreed to join the team for next year's work. Mr. Mel Olauson, principal of St. Dominic Separate School, who is a member of the Saskatchewan Department of Education Social Studies Curriculum Committee and chairman of the Saskatoon Separate School's Social Studies Curriculum Committee, and Mr. Linn Dowell, who has done interdisciplinary work toward his Ph. D. in geography with specialization in regional planning and instructs in the

Geography Department at the University of Saskatchewan, will both be valuable additions to the team.

Arrangements for ongoing evaluation of this project and the three other projects in Saskatoon are in the preliminary stages. Dr. Dhand and Dr. McBeath are holding discussions with personnel from the University of Saskatchewan to determine the feasibility of such a scheme for next year.

B. Suggestions for New Curriculum Teams

If the team members were to make some passing comment on the process that they have gone through in developing this curriculum proposal, the greatest consideration would have to be given to the fact that the regular classroom teacher lacks the knowledge and the experience to carry out a project of such magnitude as expected by Project Canada West. The team wasted countless hours just seeking insights on what procedures it should attempt.

The members of the team believe teachers welcome the opportunity to develop programs. However, teachers' desires to be innovative usually spring from a felt need that there is something lacking in the programs that they are working with. Yet the lack of time, funds, an adequate library and the more or less forced situation of teaching the textbook, left little to be done about the situation. It was the same attitude that confronted the teachers of St. Michael School up until the past year when we saw the opportunity to do something about the situation.

The team members feel that many teachers are innovating every day, but it never leaves the confines of the classroom walls because of teachers' lack of confidence. These innovative changes are not supported by highly structured conceptual

models. Many of these ideas are never recorded for future use or evaluated for their effectiveness or behaviorial change in the student. The problem becomes one of getting these ideas developed by innovative teachers into circulation for use through a school, a school system, a city, etc. Teachers developing social studies programs should become knowledgeable about recent developments in this field. Much time and effort will be wasted if valid concepts are not built into the program to give it credibility.

Another consideration the team members felt was important for developing programs was the question of released time. The members felt that developing programs was a time-consuming activity which requires an individual's attention to completion.

APPENDICES

APPENDIX A

The ideas from the various social science disciplines that the interdependence team feels will help develop the basic concept of interdependence are listed below. These ideas were selected and adapted from work done by the Wisconsin Public School System.[1]

A. Economic Variants

(1) The division of labor increases the efficiency of production. The lack of specialization means the lack of efficiency. There are a variety of commercial, industrial and professional specialties which form a pattern of productivity.

(2) Because of limited resources and man's ever-increasing needs, individuals and families have to make choices. Each community tries to make the wisest choice of all its natural and human resources.

(3) The development of machines has changed Canada from an agricultural to an industrial society, with a resulting shift of people from production of goods to a production of services. Groups spending too much time gathering food or producing food for survival are prevented from assigning adequate effort and resources to the production of goods. Man's effective use of machines has increased productivity which influences community living standards.

(4) Transportation is an important component in economic activity. It has led to the extension of geographical specialization.

(5) Through international trade each country has a larger market and therefore can expand production. Countries tend to specialize in producing goods and services that require larger quantities of its cheaper resources. International trade provides many examples of linkages between people and nations.

(6) Economic problems arise out of industrialization. Automation, the ultimate of specialization, is presently compounding the problems of unemployment and occupational relocation. Abundant natural and human resources do not mean an equitable distribution of income or a high standard of living for everyone. To meet the growing needs of technology, more people have to be trained within the educational system.

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[1] State Superintendent of Public Instruction, "A Conceptual Framework for the Social Studies in Wisconsin Schools", Madison, Wisconsin, December, 1964.

B. Geographic Variants

(1) An urban community can be divided into neighborhoods. In every neighborhood, some land is used for houses, schools, churches, stores, streets, etc. which are linked to each other by people interacting. Each neighborhood is unique in some respects because each home, school, church, store, street, etc. is unique.

(2) Urban communities are complicated mazes of internal and external links between neighborhoods of the city. (central business district, residential, industrial, wholesale, etc.) Each urban community has a certain combination of elements which make it unique from other urban communities.

(3) Urban communities develop in unique locations where people and institutions are concentrated in order to provide services or produce goods for themselves and for the surrounding regions. Waterways, highways, and railway transportation become focused in urban communities and are linked to its hinterland which might be a small farming area, mining area, lumbering area or it may comprise the whole nation or world.

(4) The spatial arrangement of natural geographic elements has affected the political, economic, and social development of Canada.

(5) The usability of an area is affected by its location with respect to the earth and things on earth. In appraising and using the different natural elements of an urban community and its surrounding area, people have changed them into cultural landscapes.

(6) Different people who occupy the land have applied knowledge, tools, and ways of working to the natural habitat. As each group of settlers discovered and appraised the natural elements, they developed different ways of living and working which have changed from time to time.

(7) On the basis of selected elements such as landforms, population density, products, and political divisions, significant single feature regions may be delimited. The province or region is linked to other parts of the country in many different ways. For example, goods and services may be received from many parts of the country and in turn the community may supply goods and services to other communities throughout the nation.

(8) To scientifically study the planning and use of a geographical area is to observe, measure and map significant geographic elements such as people, earth resources, uses of land, kinds of production, occupations, routes, means of transportation and communication, movement of people and goods, distributions of wealth, income, taxes, government units, schools and shopping centers.

(9) The use of a particular area of natural features by a particular people result in a unique geographic landscape. The capacity of the area to meet the needs of the people depends both upon the culture and resource potential. As the industrialization of the area increases, its relationships with other areas increase.

C. Political Variants

(1) Rules and laws are made in homes, schools and communities for the safety of their members. Laws are an outgrowth of people's values and customs. All people benefit when laws and rules are followed, and punishment follows if they are broken. There are local, provincial, and federal systems of law in Canada. As our society becomes more complex, it requires and develops more laws.

(2) Governmental agencies were developed by man to promote his welfare. Ideas about government come from many sources and many people. Political ideals and values affect the whole culture. Contemporary cultures use political principles and methods established by earlier cultures and modify them to fit their own needs.

(3) As society becomes more complex and technologically more advanced there is some need for larger and larger government units. Even though governments must be strong, they must be flexible enough to meet demands for change. People rebel against government when they feel it neglects the welfare of the people and frustrates their desire for a better life. Various elements in the population have organized themselves into pressure groups to influence government policies on matters of concern to them. The political history of Canada illustrates the role of the individual citizen and the importance of political parties.

(4) Governmental units may be considered a political region with a political heirarchy of local, provincial, and federal government. There are interrelationships between local and provincial governments as they try to meet the needs of their people.

(5) Political ties are a form of group linkages which relate homes, schools, communities, provinces and nations. The kinds, productivity, and strength of political ties and their spatial arrangements and relationships change as ideas, numbers and arrangements of people, as well as the appraisals and use of resources, change.

(6) Governments may interfere with the rights of the individual or small groups when these rights conflict with the desires of the public.

(7) Government is necessary for the survival of all cultures but forms of government may vary. Citizenship has different connotations in different cultures because the demands government makes on its citizens vary as it tries to meet their needs.

(8) All nations in the modern world are part of a global interdependent system of political life. Residents of many communities around the world tend to become more politically related as transportation and communication improve.

(9) In a democracy we expect change in political leadership will take place peacefully. Every political reform began as the private opinion of an individual. Since political institutions tend to persist in their original form or at least change slowly, people have a right to change, reform or alter their government by peaceful and lawful means.

D. Anthropological and Sociological Variants

(1) The family is the basic social group. In general, it provides for our basic needs and desires for food, clothing, shelter, security and affection. The family is a major instrument for molding one's viewpoint on practically all important issues of everyday life.

(2) No one is born with culture. Each person acquires the culture of his group as he lives and learns within it. The family and other institutions in society, such as the school, church, peer groups, and others, provide an opportunity for the individual to learn. The new things people learn help to change their homes and neighborhoods.

(3) People work together in their homes, schools and neighborhoods to help meet their basic needs. They work more effectively when they accept the differences found in the community and when every individual assumes his full share of responsibility.

(4) People of neighboring areas who have similar ways of living form an urban community. Communities are made up of various groups of people of different religious beliefs, ethnic backgrounds, occupational status, educational training, recreational interest and other differences.

(5) Communities establish accepted patterns of behavior their members are expected to follow if they wish to remain in good standing. Group living requires some institutional framework for making and enforcing decisions. People do learn how to get along with each other by learning the customs and rules, such as cooperation, fairness, and respect for others, but in all societies informal controls of behavior are reinforced by more formal controls, such as law and institutions.

(6) Although people everywhere have similar needs and desires, their ways of meeting them differ according to their culture. Generally, people cooperate to meet their needs but sometimes conflict arises. Compromise is the normal process for resolving group conflict but more often such groups cooperate for the general good, being encouraged to do so by the customs, laws and institutions of the society. Conflicts are reduced when people appreciate the differences of each other's culture.

(7) Canada has people from many different social, economic, ethnic, and national groups which are blended to form a national culture with regional differences. Modern means of transportation and communication, particularly the mass media, are increasingly standardizing our culture and reducing regional differences. Communities close together tend to be more alike culturally than those far apart because they learn from each other.

(8) Our Canadian society is pluralistic. That is, it is composed of many groups based on political, economic, social, religious, recreational and other interests. The interaction between people with various cultural patterns and the Canadian environment has produced a Canadian culture with variety which enriches the human community.

E. Historical Variants

(1) An urban community is a product of the past and tends to be restricted by it. Every community makes certain decisions on matters of public concern that may help or harm future growth and development. Every policy involves certain risks. Rational and objective consideration of alternatives reduces the possibility of error.

(2) Improvements in transportation and communication have brought cultural areas into closer contact facilitating and speeding up cultural change. Change does not occur at the same rate in all communities. Some are more receptive to change than others. People tend to accept technological changes more readily than changes in the non-material aspects of their culture, causing a cultural lag. This creates social problems that can be overcome by cooperative effort. Failure to solve these problems could lead to the disintegration of society.

(3) The location of a community has a lot to do with its growth and development. The degree of development of its economic, political, and social elements in turn influences its rate of change. However, powerful groups, institutions and traditions often oppose change, thus causing some ideas and institutions to outlive their usefulness.

(4) As people gain in their knowledge of the world, they understand why the world is different than when their parents were children. Change occurs at such an accelerating pace that it can be said that no person lives all his life in the kind of world into which he was born.

(5) Early settlers came to Canada from many parts of the world and brought many changes. They had to adapt to new conditions in order to survive. These methods of adaptation were influenced by inherited values, ideas, and institutions which they brought with them.

(6) What the people of Canada do affects the rest of the world just as people and events from the rest of the world affect Canada. Change may hurt some people and help others even though the same pattern of development occurs all over the world. A country's ability to solve the problems associated with change can bring a country to a position of leadership or it can bring a weaker position or its actual destruction.

The variants listed from the various social science disciplines are by no means exhaustive. They do point out the relationships that exist between the social sciences and the nature of interdependent relationships. It serves as an adequate pool from which the concepts, the instrumental content and the learning outcomes for this program can be drawn.

APPENDIX B

The suggested instrumental content, activities and materials for this program are described in this appendix. This is only preliminary work which the team realizes will have to be carefully revised.

The brief summary we have outlined is not exhaustive. The team feels that these are workable examples that might be used. The cost of production and the effectiveness of the material must be carefully watched to ensure its educational worth but the onus will be placed on the student to produce his own material and gather his own information where this is feasible.

PART I INTERDEPENDENCE WITHIN THE URBAN COMMUNITY

Unit I Nuclear Group Interdependence

A. Content

This unit of work will investigate primary and secondary nuclear groups to discover structure, purposes, and activities of groups within the larger urban community. Role specialization, the division of labor, social control, and social learning will be stressed to point out the interdependent relationships that exist within nuclear groups.

A number of different nuclear groups will be studied, noting the economic, political, social, and cultural activities. The division of labor and specialization of roles will be examined to show how individuals are related to each other, and why each person must perform his role if the group is to reach its objectives efficiently.

Social control will point out the need for cooperation if group objectives are to be reached. The need for laws, rules, traditions and values will be stressed as a means for social control as well as the process of selecting leaders

and the establishment of authority.

Social learning will show the student that participation in groups and interaction with other individuals determines in part the type of person he will be. Groups will be investigated to discover what the individual learns from each group to which he belongs.

B. Activities and Materials

Much of the material used in this unit of work will be student produced because the nuclear groups they study will be the ones they belong to. The students will be asked to list all the nuclear groups he belongs to, then identify their role in each group as well as the roles of others. The purpose of each member's role will be examined along with how these activities are related to each other. The information gathered could be reproduced in mural form to point out the division of labor and specialization needed for groups to work efficiently, or a socio-drama would also reinforce this idea. For example, a hockey team could be acted out, with each position shown and the purpose of each position explained. Then one of the actors could be given a penalty and the team reexamined again to see if it had lost any of its efficiency. Other groups could also be studied using the same method of illustrating the concept.

The socio-drama activity can also be used to illustrate the need for rules and laws. Use the hockey team again, and show how the game might be played without rules and then show how the game is played with rules which all participants have agreed to. This drama would illustrate the need for social control and can also be used to have students involved in the process of compromise to solve group conflict.

The team would consider producing a series of slides or an 8 m.m. film to record the drama as an example of one compromise situation.

A simulation game could be used effectively in this study of conflict,

adjustment and compromise leading to social control.

The student will be expected to go beyond his own nuclear group to nuclear groups of other students but more important to adult nuclear groups. The student will be asked to investigate the roles adults play in certain nuclear groups. The group selected might be a service club, social club, a parent-teacher association, etc. The primary source of information would be gathered through the use of student produced questionnaires, field trips or resource personnel from the neighborhood community. The information gathered will then be analyzed and summarized in the form of graphs and charts with the relationship between individual roles and between groups illustrated. This study should lead to the next unit of work where the student will investigate the interdependent relationships that exist in the neighborhood.

Unit II Neighborhood Community Interdependences

A. Content

This unit of work is essentially a case study of the neighborhood in which the student presently resides. The purpose of such a study is to prepare the student for investigating the different kinds of neighborhoods that make an urban community. It is also an extension of the previous unit of work on nuclear groups as the student investigates the spatial area in which the nuclear group functions.

By examining the relationships between groups and the different kinds of institutions individuals use to satisfy their needs, the student should be able to develop the idea of a neighborhood community. Comparative studies of one or two neighborhoods in the urban community will point out the similarities of neighborhoods but also the unique characteristics of each neighborhood.

B. Activities and Materials

The student will conduct a case study of his neighborhood to discover the different elements of a neighborhood. Models of his neighborhood could be made, showing the different institutions and how they are spatially related. The information needed can be found on city maps or by walking field trips through the neighborhood.

Once the institutions have been listed and arranged spatially, the students could be asked to list the function of each. Through questionnaires, students can find out how the residents of the neighborhood use the institutions and how many of the institutions he uses, and what needs each institution fulfills for the individual.

The students could select one of the institutions and conduct a case study of it for the purpose of discovering what division of labor exists and what are the specialized roles of each worker. This information can be recorded by the use of film and recorded tapes. A supermarket, hardware, a school or service station would serve as a good institution to study in detail.

Unit III Urban Community Interdependence

Function of the Urban Community

A. Content

1. This unit of work will investigate the nature of an urban community by pointing out the different kinds of neighborhoods needed to make up an urban community. Residential, business or commercial, industrial, and wholesale neighborhoods will be classified and investigated to discover the nature and function of the institutions that reside in the area. The relationships between the various institutions will be examined to illustrate how neighborhoods become interdependently related.

Man's role in the different neighborhoods will be investigated to show how a number of institutions are needed to satisfy his wants. The location of the various institutions in the urban community will be noted to illustrate again how neighborhoods become interdependently related.

2. The Development of the Urban Community

A major part of this unit of work is to study the development of urban communities. The transition of man as a food producer to man as a producer of manufactured goods and services will be traced to discover the developmental patterns of urban communities. From this study the student will learn that all urban communities have similar patterns of development but because of different combinations of physical, spatial, cultural, social and human elements, they also develop in unique ways. The student will discover that the present urbanized society is a result of past developments, and that an understanding of this development is essential to discovering the interdependent relationships that exist in urban communities today.

The unit will investigate man's basic needs and how man interacts with his environment to satisfy these needs. The interaction of people with the physical environment and the natural resources available to them point out the limitations man has in satisfying his desires. The student then investigates how man overcomes these environmental limitations through cultural adaptation.

This process of development will be traced from the early settlers of a particular area to the present day. The focus will be on the ways the early settlers applied their knowledge and tools to the environment. It will also point out that as man's primary needs were satisfied, demands arose. These new demands were satisfied through improved technology and greater degrees of specialization in the productive process which became centered in urban communities.

To conclude this unit of work, the student will investigate the city as a workshop where goods and services are produced in the various institutions found in the urban community and as a market place where producers and consumers meet to exchange goods, services, and ideas.

B. Activities and Materials

The student moves out of his own neighborhood to investigate how all the neighborhoods of an urban community are interdependently related. The students will be asked to list all the goods that are basic to life and the goods that are considered a luxury. He will then be asked to discover which of the items can be obtained from his own neighborhood and those which cannot.

Through the use of questionnaires, the student can discover where the residents of their neighborhood go in the urban community to obtain the things they need that they cannot find in their neighborhood. The different neighborhoods of the city can be located on a city map and the result of the questionnaire plotted on the map.

The students will identify the various kinds of neighborhoods; residential, industrial, wholesale, commercial, etc., and discover the interrelationships that exist between them. The transportation routes leading from one neighborhood to other neighborhoods will be observed. A time and motion study can be conducted to see the flow of people from neighborhood to neighborhood. A camera could be set up at an intersection of the neighborhood at various times of the day and a traffic count taken. This will illustrate the need for people to leave their neighborhood for their jobs, goods and services, etc.

Models of the city may be undertaken to reinforce the idea that cities have neighborhoods that depend on each other, and that there are transportation routes connecting them. The need for law and a system of government will be studied to discover the orderly and efficient operation of an urban community.

The students can take a field trip to the local police station and City Hall and a filmstrip or a set of slides recording this field trip could be produced.

The other important part of this unit of work deals with the development of an urban community. The students will investigate the growth of their own local community by the collection of old photographs, interviews with senior citizens, trips to local museums, and commercially-produced films. The student will be expected to discover the reasons why the city grew. City growth maps, data on primary and secondary production, retail sales, housing and business starts will be related to data on technological advancement.

The student will investigate the historical growth of another urban community from a different geographical area to discover what similarities and differences there are between the development of two different types of communities.

PART II URBAN COMMUNITY INTERDEPENDENCE WITH ITS HINTERLAND

The previous units of study stressed interdependent relationships that exist within an urban community. However, no urban community can survive by itself. Cities depend on each other in a number of ways. The three units of study proposed in this section will study an urban community's interdependence with other urban communities in the same geographical area, with urban communities of other geographical areas and with urban communities of the world.

Unit I Regional Interdependence

A. Content

This unit of work will investigate the physical environment of the geographical region in which an urban community is located. From this the student should be able to find reasons why the city located at this particular site, and why the city conducts the activities it does.

It will illustrate the dependency of rural resource based communities on the larger urban community for markets, manufactured goods, social and cultural activities, and other aspects not available in smaller communities. On the other hand, the larger urban community's dependence on resource base communities for its basic needs of food, shelter, clothing and other goods considered essential to life, will be pointed out.

Some time will be spent looking at transporation, communication and governmental systems which facilitate interdependent relationships that exist within a geographical region.

B. Activities

The students will do case studies on rural resource-base communities to discover what relationships exist between their urban community and the rural

area. Much of the information will be gathered through questionnaires sent to children in small town schools. Two or three field trips to the surrounding district will be conducted so that the student will have visual reinforcement of the results of his questionnaire.

The team members have given thought to the development of a simulation game to illustrate the interdependency of urban and rural areas within a geographical region. It is also expected that filmstrips, slides, and recorded tapes will be used to get information on the business, cultural and governmental activity of the community.

Transportation routes and communication systems will be studied to show how rural and urban markets are connected to each other.

Unit II National Interdependence

A. Content

This unit of work is essentially the same as the previous unit of work, except the student will now investigate geographical regions other than the one he lives in. The differences from one geographical region will be noted, pointing out the physical, spatial, human, cultural, and social elements from each area. The elements from one region will be related to the elements of another to discover the dependencies of regions on each other.

National systems of transportation, communication and the federal system of law and government will be investigated to illustrate the importance of these elements for the distribution of economic, social and cultural benefits across the nation. Although regional diversity will be noted, the need for interdependent relationships among the various geographical regions of Canada will be stressed if Canadians are to benefit from the great wealth Canada possesses.

B. Activities

There will be a heavier reliance on commercially-produced materials for this unit of work since the students will be unable to gather firsthand experience. This unit will stress how one geographical area depends on another for goods and services it cannot produce for itself. The student will be asked to trace the distribution of one main product for each geographical area, after he has discovered what the main product is from maps, pictures, statistical data and other information. He will then have to discover what the geographical area receives in return. This can be done by studying the geographical elements of the western plains, noting the main types of production. The student will select one product, wheat for example, and follow the distribution pattern of this product. If the student does this for each area and can summarize the information on murals, charts, etc., the nature of inter-regional trade should be made clear.

A simulation game would reinforce this idea if it shows how the industries of one geographical area depends on the industries of another geographical area.

A filmstrip and newspaper articles showing how government agencies are used and needed to help the Canadian market system operate efficiently will be examined. Resource personnel from the different agencies will be invited to speak to the students and literature from the various departments will be surveyed.

Other national organizations such as the Canadian National Railway and the Canadian Pacific Railway, Air Canada, C.B.C. Radio and television and national art organizations will also be included to show how these help unite Canada.

Unit III International Interdependence

A. Content

This unit of work investigates how urban communities of the world are

interdependently related. This is shown through economic, social and cultural activities that span international boundaries. A number of countries could be selected for investigation, but the project feels that those countries which are a great deal different from Canada would be better for the purposes of a comparative study. These sample countries will be investigated by analyzing their physical, spatial, human, cultural and social elements to indicate the diversity and similarities between Canadian cities and those of the sample countries. From this study, students will discover the products that Canadians use from these countries and what these countries use from Canada and the reasons why there is international trade.

Canada's role in international institutions will be studied along with international markets, transportation, communication, financial and other systems to illustrate the cooperation that takes place among nations. It is hoped that students will discover that what happens in Canada affects people of other countries and, conversely, what happens in other countries affects people in Canada.

B. Activities

This unit will depend heavily on available library resources for information. It will investigate how people in Canada and thus people of our community depend on foreign countries for goods we cannot produce. By noting things we use that come from other countries, the students then trace them back to the originating country. The student will be encouraged to find the physical, climatic and natural resources of the country, how the country becomes specialized and how the people adjust to their conditions.

Canada's political relationship to other countries will be examined. Printed material and a filmstrip could show Canada's aid to underdeveloped countries.

Newspaper clippings, reproduction of original documents, data on foreign aid, interviews, and classroom visits of officials of U.N.E.S.C.O., Teacher Exchange Programs, etc.

Materials to show Canada's role and involvement in the U.N. and what Canada gets from its participation in the United Nations as well as the operation of World Markets and Canada's involvement in world markets will be investigated.

APPENDIX C

PART I INTENDED LEARNING OUTCOMES

Unit I Nuclear Group Interdependence

A. Cognitive Outcomes

(1) People live in groups called communities and interact with each other to meet their basic needs.

(2) Individuals live in several communities simultaneously. The child lives in his family and at the same time in the neighborhood community.

(3) A community exists only when people have common problems, interests and goals. The values of a group determine who belongs to it.

(4) Rules are necessary for people to live together. These rules are a result of the values a group possesses. If no rule applies to a situation, individuals act according to their own value system. An individual must know the rules of the group to participate and will appreciate the rules if he knows why they exist. All democratic groups encourage their members to discuss and vote on rules affecting themselves.

(5) Individuals have a vast interdependent pattern of roles and relationships within a community. Each individual must discover his role in the community and its relationship to the roles of other members. Groups operate more efficiently when individuals have specific roles to play and take full responsibility for their roles. Cooperation and participation is necessary for community survival.

(6) People working together are more effective when they accept the cultural differences found in the group.

(7) No one is born with culture. Each individual acquires culture as he interacts with people and groups.

B. Affective Outcomes

(1) In order to be a member of a group an individual may have to undergo many adjustments.

(2) Everyone benefits when an individual obeys the laws and rules of the group. They are essential for the well-being of the members of the group.

(3) People of different cultures have different points of view and ways of doing things based on their customs. Individuals should be receptive to different points of view and ideas.

(4) To resolve group conflict, members must learn to compromise.

(5) Membership in a group implies responsibility to the group. It requires cooperative action and participation and the realization that everyone has an important role to play.

(6) The values people possess, influence their behavior. Where no rules exist, an individual must accept the responsibility for his actions based on his value system.

(7) The family is the first and most important group for the individual. Parents, along with teachers and other adults, must make the rules for children.

Unit II Neighborhood Interdependence

A. Cognitive Outcomes

(1) Families are able to meet most of their social, economic, cultural, and political needs through the neighborhood and a set of local communities.

(2) Urban communities are interdependently related neighborhood communities because no neighborhood can exist in isolation.

(3) Neighborhoods differ from one another in cultural and natural features, function, and age, yet all neighborhoods have many similarities.

(4) Maps can be used to see the relative location of the different neighborhoods of an urban community: the commercial, industrial, wholesale and residential neighborhoods as well as the routes of public transportation connecting the different neighborhoods.

(5) Neighborhoods contain individuals who have a wide range of cultural differences but who have the same basic needs.

B. Affective Outcomes

(1) A local community is made up of many different neighborhoods and people each making a significant contribution to the urban community.

(2) Every individual has the right to participate in the neighborhood to fulfill his needs and desires.

Unit III Urban Community Interdependence

A. Cognitive Outcomes

(1) Urban communities are dynamic organisms shaped by man's needs and desires. The cultural features of an urban community reflect the resources and occupations of the people. Because all urban communities attempt to meet the needs of its residents they have many similarities, but they also differ in size, appearance, and in what people think and do.

(2) Urban communities are complicated and delicate organisms that require coordination and planning in order to function properly. To ensure proper planning, specialists who have an understanding of the physical, economic and social elements are needed.

(3) Urban communities could not exist without division of labor and specialization because of their many diversified activities.

(4) Urban communities are centers of production and consumption of goods and services, providing a place for buyers and sellers to interact.

(5) Urban communities are located in relation to specific natural resources. Humans attempt to satisfy wants through use of resources, but trade is needed to get maximum benefit from production. Trade enables people to obtain goods that they may not be able to get due to lack of resources.

(6) Transportation plays a vital role in the formation, development and continued existence of cities.

(7) All urban communities have problems which require government, business and citizen groups to work together to find solutions for them. All societies attempt to establish some form of government to preserve order and insure security, but governments will always have problems because of the differences in the needs of the people in the community and the limitations of available resources.

(8) People elect representatives to help them with their local problems. They provide services which people cannot provide for themselves by raising money through taxes.

(9) Urban communities attract people with different ideas. Modern technology facilitates the spreading and interchange of ideas. Conflicting groups have to work together in one political system, adapting their government to their changing needs and values.

(10) The interdependence of groups in a complex contemporary society serves as a bond which holds that society together.

(11) Few people can produce enough to satisfy their wants and, therefore, must decide priorities. In making wise choices in satisfying its basic wants, a family can satisfy more of its other wants. Economic choice is based on values as well as on natural resources.

(12) Human wants are unlimited but resources are limited. Modern production helps to decrease the gap between the unlimited wants and limited resources. In this production system a series of steps develop raw materials into finished material.

(13) Specialization of labor increases the production of goods and services and decreases the cost of production. Specialization as applied to workers leads to the division of labor which means that each worker does a part of a job.

(14) A productive society is the result of the efforts of all the individuals within that society. When people buy goods and services, they are helping other people earn money to buy goods and services. Thus, people are dependent on one another economically.

(15) Laws protect the rights and property of all the people in an urban community. People can change the laws through their representatives.

B. Affective Outcomes

(1) People in urban communities learn how to get along together by learning the rules such as cooperation, fairness, and respect for others. Everyone benefits when everyone obeys laws.

(2) Technology increases the choices an individual can make about the way he lives.

(3) Participation in urban communities is essential for their survival.

(4) Man's intelligence and skills can be used to devise new resources, to improve the environment, and to plan for the future.

(5) Community living provides opportunities for the self-expression of their members and for pleasure and satisfaction through cultural activities.

(6) People vary in the value they place on various goods and therefore make different choices.

(7) Man should be free to govern himself. His standard of living is determined by his political and economic freedom. The value of competition is basic to our economic system but there must be cooperation of people and a respect for the dignity and worth of the human personality.

(8) There are forces that bring people living in urban communities together and forces that keep them apart.

Urban Community Development

A. Cognitive Outcomes

(1) Change has been continuous everywhere throughout the ages, but it does not occur at a uniform rate from generation to generation or from locale to locale.

(2) Man-made features are the result of man's settlement on earth. Among the man-made features on earth are the villages, towns, and cities with their buildings, roads, bridges, and a great variety of other features. They have become more advanced as man has created tools and techniques to satisfy his needs in more advanced ways.

(3) Before an urban community can exist, there must be an agricultural surplus,

a division of labor, a market, transportation and communication.

(4) People are tied to environmental forces of nature and must learn to adapt to survive. Man modifies the environment in order to utilize his resources and increase his productivity. These changes can be seen in man's pattern of living.

(5) Planning is necessary to change urban communities to make them better places to live.

(6) There is a growing trend towards urbanization throughout the populated areas of the world.

(7) Our earliest settlements were established on waterways because of the economy of transportation. However, the technology of transportation has allowed the development of cities in almost any locality.

(8) As urban communities grow, their use of land changes. They must change to meet the conditions of new technology, changing tastes and standards of living.

(9) As soon as a settlement becomes a town, it creates its own government, sets up more business areas, and builds more churches, schools, theatres, hospitals, homes, etc.

(10) Economic elements have been major historical forces in changing our urban communities.

B. Affective Outcomes

(1) Man has the ability to live in almost any locality on earth. Any place an individual lives offers advantages and disadvantages.

(2) Conservation of resources is essential for man's continued existence on earth.

(3) Change is inevitable but it can be shaped for the better or the worse by human beings.

(4) Man throughout history has made contributions to the development of urban communities. He has changed natural features to cultural features to satisfy his needs.

(5) Man has the ability to overcome complex urban problems.

PART II URBAN COMMUNITY INTERDEPENDENCE WITH ITS HINTERLAND

Unit I and Unit II Regional and National Interdependence

A. Cognitive Outcomes

(1) Trade between different geographical regions of Canada enables specialization in production and better resource use.

(2) Transportation diminishes the distinctions between rural and urban life.

(3) Canadian society is pluralistic; that is, it is based on political, economic, social, religious, recreational, and other interests. However, the Canadian people have similar needs, values and desires.

(4) The industrial and agricultural revolutions have profoundly altered Canadian life.

(5) National and regional communities have informal controls of behavior such as customs and are reinforced by more formal national and provincial controls.

(6) Modern means of transportation and communication, particularly the mass media, are increasingly standardizing our culture and reducing regional differences.

(7) Interdependent relationships exist between all institutions of Canadian society and between all sizes and kinds of communities.

(8) Individuals must develop a sense of place, space and interdependence between people in a larger area.

(9) The local urban community is a functioning part of the Canadian community.

B. Affective Outcomes

(1) Equal treatment and justice are important goals for democracy.

(2) In Canadian society, citizens are expected to obey laws and use only lawful means to correct injustices.

(3) A democratic society is one in which opinions are freely expressed and where the rights of all are respected.

(4) Governments may find it necessary to interfere with some of the freedoms of the individual to bring about order.

(5) In a democracy, we believeindividual and group differences should be respected.

(6) Compromise is the normal process for resolving group conflicts.

(7) In a democracy, we believe people should behave in ways that do not

interfere with the rights of others.

(8) In a democracy, all persons should be considered as individuals and judged on their own merits.

(9) In a democracy, people have the right to reform, alter, or change their government by lawful and peaceful means when they so desire.

(10) The interaction between people with various cultural patterns and the Canadian environment and heritage has produced a Canadian culture.

(11) People of different cultures and ethnic groups have made contributions to the development of our country.

Unit III International Interdependence

A. Cognitive Outcomes

(1) International trade enables consumers to buy more goods and a greater variety of goods.

(2) Trade among countries enables specialization in production and better resource use.

(3) Resources in one country will be cheaper than in another due to geographical differences.

(4) All nations depend to some degree on trade with other nations.

(5) Progress often begins with some new exploration or cultural interchange.

(6) Historical contact brought about a merging of people of different cultures leading to present day social patterns.

(7) All cultures throughout the whole world have the same components, but forms differ because of environmental conditions and values.

(8) Throughout the world, people have always carried on the same basic activities but in different ways.

(9) People of one culture often borrow customs, ideas, and ways of doing things from other cultures.

(10) Although the people of other nations have different cultures, they share a common love of freedom and learning with us.

(11) Man has established international bodies of law and institutions to preserve order and peace in the world for the human community.

(12) Urban communities of the world are interdependently related.

(13) Interdependent relationships exist between individuals, and their communities which extends to the region, country and the world.

B. Affective Outcomes

(1) People and local communities throughout the world have more similarities than differences.

(2) People of all cultures are proud of their heritage.

(3) People everywhere shape their beliefs and behavior in response to the same human problems and needs.

(4) Although the people of other nations have different cultures, they share a common love of freedom and learning with us.

APPENDIX D

SKILL AND BEHAVIORIAL DEVELOPMENT

The skills this curriculum intends to develop are common to all units of study, with some stress given to certain skills in some units, while others will be developed fuller or reinforced with other units.

A. Skill Development

The student should develop the following skills:

(1) Organization skills: students learn to identify main and subordinate ideas.

(2) Vocabulary skills: understanding and using the vocabulary of the social sciences.

(3) Research skills: students learn to gather information.

(4) Chart, map and picture skills: students learn that maps, charts, and pictures serve many purposes. They learn the skills of interpretation, translation, application, analysis, syntheses and evaluation by working with multi-media materials.

(5) Competency with a problem solving technique such as:

a. observing and experimenting
b. forming and testing hypotheses
c. using logical reasoning
d. finding facts
e. interpreting facts
f. developing a system of analysis
g. synthesizing and making practical judgments

(6) Library skills: students will learn the operation and uses of the libraries.

(7) Interviewing and observing skills.

(8) Classifying information.

(9) Writing skills.

(10) Skills dealing with interdependent self-motivated and self-directed work.

(11) Skills dealing with interdependent group work.

(12) Communication skills.

(13) Ability to participate in discussions.

(14) Ability to develop ideas through interaction with others.

(15) Ability to plan cooperatively.

(16) Ability to read selectively.

(17) Notetaking skills such as making charts, writing captions, listening, reading information, diagraming, classifying, tabulating, etc.

(18) Others

B. Behaviorial Development

The students should develop the following behavior:

(1) Critical examination of social issues with judgment reserved until evidence is secured.

(2) Questioning of assumptions.

(3) Suspicion of action that limits the rights of freedom of individuals.

(4) The identification and rejection of prejudice as a basis for social action.

(5) Alertness to the reliability of sources of information.

(6) Respect for evidence, reason, and judgment rather than prejudice.

(7) The capacity to identify with people of different cultures.

(8) The development of self security that permits one to be comfortable in differing from others.

(9) The open mindedness that permits the examination of opinions and of individual ways with reasonable consideration and objectivity.

(10) The acceptance of change that allows one to adjust as a matter of course to new ways and events.

(11) The responsiveness to democratic and human values that enables responsible conduct and effective societal participation.

(12) The tolerance, with minimal anxiety, for the uncertainty and ambiguity that characterizes our society.